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ABSTRACT

The document presents the full texts of conference papers that examine views and programs in career development for disadvantaged youth, including minority and low income groups, and the handicapped. Four papers under the heading of Major Addresses discuss: (1) career development strategies for disadvantaged rural youth, (2) career development for youth in depressed urban areas, (3) the impact of Federal legislation on career-counseling and vocational education, and (4) realistic alternatives in career planning. Under the heading of Special Interest Groups, seven papers describe: (1) involvement of parents, (2) evaluation of programs, (3) strategies for counseling, (4) standardized testing, (5) curriculum development and teaching, (6) programs resulting from the Virginia Standards of Quality, and (7) job placement services. Career Development Programs in Virginia are discussed in eight papers dealing with: (1) career development in community colleges, (2) manpower counseling, (3) special programs, (4) prevocational schools, (5) office services, (6) special programs for ages 14 and 15, (7) cluster approach to career orientation, and (8) alternative routes to school projects. Approximately 300 administrators, university personnel, counselors, teachers, and graduate students from four states participated in the conference. The program and list of participants is appended. (LH)

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FOURTH ANNUAL CONFERENCE FOR

CAREER COUNSELING AND VOCATIONAL EDUCATION

NEW DIMENSIONS IN CAREER DEVELOPMENT FOR THE DISADVANTAGED

February 28 & March 1, 1975
Blacksburg, Virginia

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The College of Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia

in cooperation with the

Virginia State Advisory Council on Vocational Education
Blacksburg, Virginia

June 1975

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FOREWORD

Approximately 300 teachers, counselors, administrators, university personnel, and graduate students from four states participated in the Fourth Annual Conference for Career Counseling and Vocational Education. The general purpose of the conference, conducted February 28 and March 1, 1975, at the Donaldson Brown Center for Continuing Education, Virginia Polytechnic Institute and State University, Blacksburg, Virginia, was to examine current views and programs regarding new dimensions in career development for the disadvantaged. Nationally recognized speakers were selected for expertise in their respective fields, as well as for their research endeavors and leadership in professional organizations. Seven special interest groups were available for participants, and eight exemplary career development projects in the Commonwealth of Virginia described their programs.

Special appreciation is extended to the VIRGINIA STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION which financially sponsored the publication of these proceedings and assisted in the development of the conference itself. Appreciation is extended to local and State career development personnel for sharing their programs with conference participants. A special thanks is also given to the program planning committee for its assistance in the development of the conference.

Thomas H. Hohenshil
N. Alan Sheppard
Conference Co-Directors

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MAJOR ADDRESSES

CAREER DEVELOPMENT STRATEGIES FOR DISADVANTAGED RURAL YOUTH: MODEL APPROACHES AND ROLES FOR EDUCATIONAL INSTITUTIONS

Dr. Grady W. Taylor, Chairman
Division of Vocational, Technical, and Adult Education
Tuskegee Institute

I have some apprehensions about this topic in that career education for rural youth is both gloomy and bright. To point up the gloomy side of the picture, I would include the failure of policymakers to place sufficient importance on career development in rural areas; the lack of knowledge, interest, and leadership know-how among rural leaders; and the inadequacy of institutions in resources and flexibility of roles and programs to foster career education for a decreasing rural minority. On the other hand, I would describe the bright side of the picture as inclusive of research findings; increased governmental and industry concern and involvement; more sufficient counseling and career planning and programming in which many institutions are now extending their expertise and experience beyond the classroom and within agency programs into more comprehensive information, and services to the total human being in all segments of our society. My discussion, then, will deal with aspects in between these two perspectives, pointing out some problems, but also pointing out some solutions and some proven approaches which have been discarded because of the over-anxiousness of many educators to accept the new without interweaving it with the old.

Let me continue with a personal statement of my own conviction or position. I am convinced that the various institutions and agencies represented here today have an important role in every aspect of career education as it applies to rural life; this role even more essential to a rural society. My judgment is based upon five premises:

1. There is great urgency in the need for career education in rural and semi-urban society, especially in less affluent areas.

2. Higher education has considerable responsibility for making sure that career and vocational education programs are successfully implemented at all levels of our society.

3. Knowledge of career education and the recent emphasis on the career education process, as it applies to persons with academic, socio-economic, cultural or other handicaps, are basic starting points for professional workers in conducting successful career education and vocational and/or technical training programs.

4. Career education development strategies will require both secondary education and higher education for educators to understand the human factors involved in developing and implementing new techniques and approaches in career education for the disadvantaged rural youth.

5. To understand these human factors, educators need to have more research especially applied with the disadvantaged in rural areas by social scientists who are knowledgeable and committed to improving the lot of the rural and semi-rural disadvantaged.

Premise Number One -

Nearly a decade now, growing nationwide attention has been focused on career education. The U. S. Department of Health, Education and Welfare has sponsored programs dealing with career education. State departments have paid "lip service" and indeed, some have proceeded to develop career education programs in some of the more affluent schools and school systems, although they have not given much financial support to the school programs, especially at the State level. Yet with the leadership being given by the federal government, one can conceive of virtually every state and county in the nation as having some degree and form of career education. In spite of this bright outlook, one wonders if rural youths will have to continue await the "trickling down" process or until the more affluent part of our society will have had its opportunity for career education.

Of the more than 20,000 plus careers available to youth, there are more than 2.5 million young people each year who graduate from high schools, or drop out of high school or college with no planned career and with few, if any, marketable skills, according to the U. S. Office of Education.

Each year over 750,000 rural individuals enter the job market without the necessary skills and attitudes for employment (National Advisory Council on Vocational Education, 1969). Thus, it would appear that a high percentage of these persons could benefit directly from vocational and technical training aimed at imparting a wide range of entry work skills. (University of Nevada, 1967).

According to a review of research by the Ohio State University Center for Vocational and Technical Education, one of the problems is that disadvantaged rural Americans have not acquired adequate spokesmanship or representation to solve educational and economic problems found in their areas. Rural education has been guided by prudence and economy. According to Swanson (1970a), rural educators have required that school curricula be college preparatory in nature. Thus, most rural youths have had to move from their local areas either to get vocational-technical training or a job (Breathitt, 1967a). These factors, along with low socioeconomic levels of rural disadvantaged youths and their limited contact with the industrial world, have created enormous problems in providing appropriate vocational-technical education in the rural disadvantaged areas (Griessman and Densley, 1969). According to Ramsey (1967), these problems are interrelated, and for any constructive action toward solution, will require combined community and educational resources and developmental programs.

The lack of success among existing vocational-technical programs in meeting the special environmental considerations of the rural disadvantaged has been established (Walker, 1970). Many disadvantaged rural students have not succeeded in vocational programs even when they have exhibited interest in such training efforts. The result was dissatisfaction, failure, and drop-out. A basic problem of rural disadvantaged students is their limited desire to learn. This lack of motivation leads to low achievement and dissatisfaction with the school. Eventually, such students look elsewhere for success and fulfillment. Where parents and schools prevent these students from leaving this situation, they choose to withdraw, stay away from school, or develop unfavorable attitudes and behavior. Ultimately these individuals become a problem for the school, their parents and society. Those rural disadvantaged youths remaining in school often have not profited from their educational experiences (Venn, 1964).

Rationale and Need for Vocational and Technical Education

The potential economic and social contribution by the disadvantaged to society is great. Success in the fight against poverty for the rural disadvantaged will depend on sound educational programs (Fuller and Phipps, 1968a) that will bring about desirable changes in attitudes, behavior, and vocational competence (Griessman and Densley, 1969). Estimates indicate that by 1980, improved work and employment opportunities for rural people could add over 40 billion dollars a year to the gross national product in the United States (Breathitt, 1967a). The depressed rural areas should be provided the necessary educational and economic input to correct their disadvantaged conditions.

What is career development? And how do we recognize it when it happens? How can the disadvantaged and the rural youth become more involved? These and other questions do not have easy answers. The simple fact is that there is much disagreement over what career development is all about.

For many years, almost all educators looked at career education as viewed by John A. Rebeck, Bureau of Pupil Personnel Services, Pennsylvania Department of Education. Mr. Rebeck stated, "As a consequence of the emphasis through the years upon provision of a guidance service which purports to predict successful worker productivity through matching individual abilities with job expectations, vocation guidance has become isolated from all other guidance and counseling components. This common misconception as it exists in many quarters, causes a deterioration in the effectiveness of this service at all educational levels." Hoyt states that if counselors are to work together, a unitary concept of guidance must prevail, not vocational guidance and regular guidance. Vocational (occupational) education is part of the total curriculum and, therefore, should be only one guidance program. No singular curricular segment of the student population deserves more guidance than any other segment. Students must be given equal priority and not segregated curricular programs. The intent, then, is to strengthen weak aspects of guidance programming rather than isolate vocational guidance from related functions. According to this theory a developmental career program would at some point become broad enough and yet specialized enough to include the many types of learning which are necessary for career development.

Larry J. Bailey, in an article in the Illinois Career Education Journal for the winter, 1972, titled "Clarifying Some Misconceptions (A Look at What Constitutes Career Education)" states well the career development concept by indicating that career development refers to the behavior outcomes of career education programs that are primarily related to self-development and career planning and decision planning. He assumed that career education involves four major aspects:

- Career development is one aspect of the continuing process of growth and learning.

- Career development is closely related to attempts to implement a self-concept. The specification of an occupational preference is an expression of one's idea of the kind of person he thinks he is.

- The quality of a decision concerning career or occupation is determined by the type, amount, and correctness of the information used in making decisions. All other things being equal, the more accurate the information a person has about himself and the world of work, the more valid will be his career decisions.

- The final assumption has important implications for education. It states that the information, skills, self-knowledge and attitudes needed for career decision making can be developed. Presented simply, career development can be systematically influenced.

The tools of this kind of career development have been quite clear--including any thing that could help to acquaint students with the world of work in the elementary and junior high years and to prepare them in high school and college to enter and advance in a career field carefully chosen from among many. For adults, it is a way to re-enter formal education and upgrade their skills in their established career field or to enter a new field. The goals should be to make sure that rural youths and adults have an opportunity to share equally in this process. This plan requires that schools provide all students with a broader exposure to, and better preparation for the world of work. The schools through their own efforts or through referrals to other institutions and agencies should also provide adults with an opportunity to adapt their skills to changing needs, changing technology and their own changing interests. The program should not, through a systematic design of tests, grade point averages and other devious means, prematurely force individuals into a specific area of work, but should provide them awareness, motivation, interest, self-concept, remedial help, and occupational exposure which expand their ability to choose wisely from a wider range of options. The program should be well balanced with academic preparation and continued as a progressive part of students' educational pursuit. This approach means that counseling, technical advice, increased vocational training should be given individuals, communities, and school districts serving the rural youth and the disadvantaged family either by experts from the State Department of Education, institutions of higher learning and local school districts. It means a cooperative program between the school and industry which will provide both academic and job-related preparation. It means counseling, guidance and other services for rural people whose schools and other services have community training centers or providing transportation to counseling and training centers in a nearby location for both individuals and families.

Premise Number Two -

Educational institutions have considerable responsibility for helping to achieve development in career education at all levels. First, the skills and the knowledge that they have or are capable of generating are absolutely essential to career development and are almost unavailable elsewhere. The people who plan and carry on career and vocational education programs in elementary, secondary and post-secondary schools, government, industry, private and public agencies or elsewhere, are almost sure to be products of the system of higher education. The pilot programs, career education models, and the various types of research findings that are essential to career education strategies are likely to come either from higher education or from the work of graduates of institutions who have been trained in program planning and implementation, and those who are trained in research techniques. It is difficult to see how career education development programs can get either the trained people they need or the facts from which to work without leaning heavily on colleges and universities.

The career education and vocational programs, in keeping pace with a rapidly changing society, have become a comprehensive educational endeavor involving curriculum changes, technological advances, and instructional know-how. Expansion has occurred on the secondary and post-secondary levels, including trade and technical schools. In Alabama (my home state) alone there are 27 trade schools, 18 technical schools and junior colleges. Technical and vocational programs are increasing rapidly in the secondary schools throughout the state and nation.

The development of these new career opportunities is the prime objective of this new thrust. This new thrust in vocational education has resulted in shortages of fully trained and certified teachers in many of the vocational areas, especially for selected groups--the disadvantaged, minorities, and skilled persons without formal professional training.

Current approaches to vocational education at the post-secondary level are inadequate to train a sufficient number of disadvantaged youths and potential leaders.

Numerous programs and materials in career and vocational education have been available; however, the structured program of many of our schools of higher learning fail in a systematic way to provide certified personnel for participation in a comprehensive career and vocational program. A conceptual scheme approach includes a career ladder approach for both preservice and inservice vocational personnel.

A wide range of resources in the state will help promote student involvement with industry, on the job experience, cooperative education, and internship experiences. Students' needs are critical for greater participation and understanding through a curriculum scheme relevant to the conceptual basis for a comprehensive training program for selected clientele.

The Threat of Isolation

The idea of a vocational skill center or a sophisticated school-based center on paper certainly would be better for rural youth from a curriculum, personnel, and equipment point of view. But elsewhere some flaws appear in this approach. For one thing, the educator's view is to give priority to the affluent and, next, to the majority population. Thus, the rural population can be only incidentally served or delayed until sufficient funds are available. Secondly, disadvantaged students have a somewhat limited access to the vocational skill centers. This inaccessibility is due partially to a kind of selectivity administrators practice in admitting students to some skill centers. Usually the disadvantaged students are not among those selected. Thirdly, many rural youths may have difficulty in accepting the vocational psychologists' description of the individual's behavior related to work, both before and after entry into a formal occupation. These behaviors as described by Dr. Larry J. Bailey include:

- forming a viable self-concept
- learning the broad concept and structure of the world of work including the acquisition of occupational information retrieval skills requiring an awareness of the need to plan for a future career and the resultant motivation to do so
- development of decision-making skills
- implementation of a self-concept through the specification of an occupational choice

Although the above situation was not intended by those supporters of career education, this is just what is happening to rural youths whose educational centers have been removed from their local communities. In most rural areas, "career training opportunities" is a myth; many rural youths find they are not receiving as much career information, counseling, and guidance as their parents before them.

For this reason, many educators, rural leaders and parents believe that special priorities in terms of programs and funds should be made available for career education activities for rural youths and adults. In southern rural areas with a high percentage of disadvantaged, however, this solution could prove to be a very difficult task; strong traditions favor urban society and more populated semi-urban educational schools and centers. And there is an understandable resentment toward the efforts of educators and leaders who outside of their geographical areas, are trying to tell these disadvantaged people what careers to pursue just because they represent the disadvantaged and rural society.

We continue to hear that rural schools have been consolidated with either semi-urban or urban schools, often with the feeling that this approach is the total answer to the academic preparation of rural youths to their social and economic problems. Yet we find rural youths, both those who are drop-outs in elementary and secondary schools and those who have finished high school, either remaining in rural areas or moving to urban areas without the skills necessary to secure a meaningful job. Although there is the need for carpenters, brickmasons, plumbers, electricians, secretaries, draftsmen, nurses, welders and others who are prepared, vocational-technical jobs go unfilled. Opportunities for higher education still exist somewhere along the students' life span. Educators, community leaders, and parents have missed the opportunity to balance our so-called academic training with that of career emphasis and skill training. Oftentimes emphasis on liberal education is given the green light at the expense of vocational and technical education. This is not to say that there is not a need for counselors, teachers, parents and community leaders to provide information in liberal education areas, but that there should be a balance between the liberal arts and professional careers, over against vocational and technical education. Educators must attempt to bring students' training in line with employment needs. This kind of coordination will require a reshifting of our priorities in terms of career training, curriculum balance and fund distribution. Looking at the nation as a whole, statistics might indicate that many of our laboratories and school shops are unfilled with students. This of course would not be the case in many of the schools which rural youth attend.

I know of many schools without a counselor--in fact many systems catering to rural youth have only one or two regular full-time counselors. These same schools and school systems have no more than three or four areas of vocational and technical training opportunities. In spite of the great emphasis being placed on vocational and technical as well as career education in recent years, there are many rural youths without jobs and without a full understanding and appreciation of career opportunities and ways and means of participating in meaningful career training.

Premise Number Three -

This emphasis on the responsibility of higher education leads directly to a third premise which underlines the approaches higher education should take.

Planners should recognize that basic to career development are the new approaches being developed by the National Center for Educational Research and Development which is concentrating resources on the development of four models of career education or alternative ways of facilitating career education goals. These four models are:

1. The employer-based model
2. The home/community-based model
3. The school-based model
4. The residential-based model

The impact of some billions of local, state and federal dollars has also catalyzed dynamic changes, innovations and procedures among the countless educational programs offered in an attempt to improve the socio-economic well-being of rural disadvantaged persons. At the base of this national emphasis for social, cultural, and economic reform have been the political and financial resources of the federal government. State and local governments have begun to allocate the limited resources available to them. For these agencies career education is indispensable to economic and community development. But this does not mean merely the same "old educational approach", it means extensive research on the identification of student characteristics, available occupations, geographic factors, student mobility, financial support, and employment supply and demand as essentials to career education and vocational-technical education programs for the rural disadvantaged.

This approach involves localized research attention from educators who know the needs, problems, socio-economic and educational conditions and patterns of the particular geographical area. A review and synthesis of research entitled "Vocational and Technical Education for the Rural Disadvantaged" (information series no. 44 VT 013-374) was published by the Center for Vocational and Technical Education at Ohio State University. This bulletin includes various studies dealing with rural youths of various geographical sections.

In preparing career programs for rural youths and adults, educators must find ways of overcoming certain problems inherent in rural youths' situations. Rural youths' needs for increased vocational training and career education and a sense of direction are obvious. Career development strategy for rural youths should be based on the needs and the possibilities for future employment in both vocational-technical and professional areas. Individual groups, rural organizations and other related groups must help bring pressure to bear on those who control the funds and program emphasis in career education. Oftentimes, youths and adults are influenced in their career choices because of the lack of information about careers, sources and means of obtaining skill and professional training once a vocational choice has been made. Although rural people, and particularly the disadvantaged, ought to be able to pursue their own vocational choices, they have the need for educational programs and career information materials designed to point up the importance of job opportunities in areas other than white collar positions.

Informed rural citizens and their supporters should keep former Commissioner Marland's statement in mind as they pursue more meaningful programs for rural youths. He states that career education will eliminate artificial separation "between things academic and things vocational." The Commissioner further observed, "Educators must be bent on preparing students either to become properly and usefully employed immediately upon graduation from high school or to go on to further formal education. The student should be equipped occupationally, academically, and emotionally to "spin-off" from the system at whatever point he chooses--whether at age 16 as a craftsman apprentice, or age 30 as a surgeon, or age 60 as a newly trained practical nurse." If citizens agree to this concept, they must encourage and insist that our educators restructure their priorities at all levels to achieve these goals.

Premise Number Four -

This premise goes further, however, it holds that career education development strategies will require educators to search out and make use of knowledge about people, as well as about vocational education, if they are to make rapid progress. Career education means more than simply "extending" new information; it means, in addition, integrating this information into structures of local resources and local values. This application is a much more difficult and meaningful task than what educators sometimes see as their responsibilities in career education.

The roles of educational institutions in career education will depend to a large extent upon the interest, resources and commitment to career education. For example, one such institution may take the following approach:

A. Adopt Career Education as a part of the university's program designated to a particular unit. The program would be adapted to the needs of the disadvantaged and rural society, with emphasis on planning and executing programs cooperatively with rural leaders. Initially, most of the Career Education programs and services, as well as training programs, would be executed through short-term institutes, conferences and other projects based on immediate and concrete problems confronting youth and parents in their day-to-day work and decision-making process. Examples of these programs are such subject matter areas as career planning, vocational guidance, decision-making process, career leaders, occupational orientation program, vocational education, manpower educational system, education for a changing world of work, and leadership techniques. Stated formally, the Career Education Program and services would have the following areas of responsibilities:

   1. To provide educational programs at both the local community level and campus

   2. To provide a reference service to which inquiries relating to Career Education can be directed

   3. To provide Consultant-Alive service in any phases of Career Education

   4. To facilitate the work of the college or university through an advisory council composed of community leaders, youth, industry, business, education and university faculty which would be appointed to provide advice about programs, program sponsorship, and procedures for rural community-university cooperation

At the end of the initial short range programs, added emphasis would be placed on a program of continuing education focused on the long-run educational developments of rural leaders more systematically than on courses based on the occurrence of specific problems. Later, a more permanent type leadership institute would be added. It could consist of continuing education and service programs in career and related education.

The Leadership Institute Program would be organized in selected rural communities. These would be supported by community councils, the university, and other agencies and organizations.

B. A Rural Institute of Career Education Studies should be organized for the purpose of carrying out the following objectives:

1. To conduct an education program for rural youths, families, community leaders, and organizations

2. To complement the educational and informational opportunities provided by the public school system and the educational media

3. To assist, through education and studies, in the training of the prospective Career Leaders in the manner in which they should relate themselves to the community environment in which they live

4. To establish the university as an educational and research center on matters relevant to the problems and opportunities in Career Education in Rural Society

5. To provide educational and research assistance to rural communities, organizations and agencies interested in Career Education

The Institute would have an advisory committee composed of representatives of business, education, rural leaders, and the university. Through this council the university would determine the kinds of programs to offer, the community roles it should plan, and the resources that the university and other agencies should provide in supplementing the Career Education needs of Rural Society.

The university, then, must look forward to the development of a close relationship and mutual understanding between the rural forces interested in Career Development and the university.

Premise Number Five -

Institutions of higher education will make their full contribution to career development only if they permit and promote research and demonstration by their educators who are knowledgeable about career education problems and needs. No one needs to point out that general career education models, demonstrations, and other findings drawn from urban areas must be viewed cautiously in rural areas where levels of income, experience and education are low. What must be just as important to mention is how little is known about human and cultural factors in rural society.

For too long we have been experimenting with the adaptation of urban life experiences to rural life. This type of improvision has also been experienced geographically--from one section to another. In contrast to these practices we need to develop strategies, models, techniques and practices that truly result from research and practices in rural settings rather than from the total reproduction of models from urban, or other geographical areas or other socioeconomic situations. This revolution in practice can be best achieved by higher education through thoughtful and intensive field research in rural areas, as well as training within and outside of colleges and universities.

These, then, are five premises I would hope you might accept:

First, there is now some urgency about achieving career development in rural areas. (According to researchers, the rate of unemployment is 18 percent for rural areas. The rural rate of underemployment is estimated to be 37 percent. Research indicates that 43 percent of the nation's poor are living in rural America. This percentage represents some 1.4 million persons. Approximately 1.3 million of these are in the 15-19 year age category).

Secondly, colleges and universities assume considerable responsibility for seeing that career development is successfully carried out at all levels.

Thirdly, understanding of career education and its relationship to vocational education is the basic starting point for career education development.

Fourthly, educators must give careful consideration to planning, administering and implementing programs in career education to insure success.

Fifthly, career education will require more research applied in rural areas in order for educators to understand the human factors involved in developing and administering career education for the rural and semi-rural disadvantaged.

Involved in the application of these premises are the basic roles of educators, administrators, initiators, organizers, researchers, planners and teachers.

These are the premises that persuade me that higher education needs to move more rapidly into the field of career education.

At this point I sense the need to reflect on how career and vocational education has developed during the last few years.

Another approach for higher education might be that of developing a modified career education demonstration for rural youths and local leaders.

Career education programs may be approached outside of the public school system. They may be located in local communities in cooperation with an institution of higher learning. The consolidation of schools in rural areas has created a vacuum of institutional leadership within the rural community; thus, other agencies, families, and individuals need to find ways of fulfilling this vacuum. A team approach between a university and communities might take the following direction: a demonstration program in career education for youths, the family and community leaders would be established. The Institute for Career Education would work cooperatively with the school system, other agencies and individual leaders involved in community improvement.

The principal purpose of the Institute would be to provide training for 30 or more participant-leaders in Career Education. This will be done by bringing together people with cross discipline, professional, and agency lines to focus on career information, business, industry, professional and other opportunities with particular relevance to rural society. An important aspect of this concept would be to facilitate training and exposure for both youths and adult leaders.

The importance of this program is also couched in the need for bringing the family, professional workers and lay leaders to an optimum understanding of Career Education by providing them with the results of the demonstration through seminars, conferences, and meetings conducted by the institution.

Objectives:

1. To provide an educational program on both a formal and informal basis for selected persons and groups interested in Career Education.

2. To provide learning experiences about careers, job opportunities, training, and financial support.

3. To provide opportunities for clarifying and informing young leaders and adults about their potential role in Career Education.

4. To provide reference and consultant services from which answers to inquiries relative to Career Education may be secured.

Organization and Operation

Organizational Structure

Location and Leadership

The Institute would be located at a university which would serve as the base training center.

Characteristics of the communities to be selected would be classified as rural and semi-urban. For the most part, a series of neighborhoods would be organized around some institution and services such as a county grocery store, a school, a church, or a community center.

Overall leadership would be provided by a director with appropriate supporting personnel.

Advisory Committee -

An Advisory Committee would be established to aid in broad policy determination, program emphasis, procedures, and evaluation.

Liaison with other Groups Interested in Career Education -

The Institute's Director would establish liaison with other individuals and groups in Career Education, and related disciplines such as education, social work, extension clubs, and private and public agencies.

The Program -

The program of the institute would be carried out in cooperation with the college staff and local community leadership. The major phase of the program would be recruiting, training, developing, and follow-up. It would provide lectures, consultative service to community groups, families, and organizations on a year round basis.

Training -

The institute would serve as a training base. Opportunities would be available for individuals to participate in the more formal program on campus and in informal community settings. These would include:

1. A one-week institute
2. Three days of seminar activities
3. Conferences and workshops to discuss demonstration results and techniques would be approved by the institute for participants and cooperating agencies. The training would serve as a means of disseminating the latest career information to those individuals, for an action-oriented career information program.

This proposed approach would concern itself initially with a one-week institute. For this session thirty trainees would be recruited.

Secondly, two short-term (follow-up) workshops would be held to discuss additional techniques and methods based on field observation and participants' input on their observation concerning field activities.

Thirdly, post training follow-up of the first institute would include participants' return to their communities and their attempt to initiate, or cooperate with existing organizations to provide training and inducement to youths in their local communities.

Fourthly, a newsletter would go out on a regular basis to all leader-participants and would include specific information about Career Education.

Fifthly, as a part of the training program, in-the-field group counseling sessions would be organized. These groups would be oriented toward Career Education and linkage with other agencies.

Sixthly, the above approaches would be supplemented with individual counseling and assistance to the young leaders. The community meetings and counseling sessions would be enhanced by the use of volunteer consultants chosen from appropriate fields of experience.

Conclusion -

It should be possible to mount comprehensive, coordinated efforts to improve, if not solve, discrepancies of career education for rural youths and adults. The problems faced by rural society--problems of jobs, needed skills, distribution of funds and programs, counseling and guidance services--are only a few. Efforts to solve these problems through career education can also accelerate rural economic growth by providing skilled technicians and community economic development. But strategies capable of coping with these problems require major innovative programs, increased educational commitment by federal, state and local agencies, including a greater sharing of funds and career and vocational programs for rural society. These strategies also require cooperation on a substantial and continuous basis from educational agencies, federal, state and county governments as well as industry, to develop a new career education strategy for rural youths.

Reallocation of funds and priorities for the disadvantaged are becoming more than requirements of social and economic justice; they are becoming requirements for survival of industry, business, education and labor needs for an industrialized society. Thus it is that this proposed new development strategy in career education for youths has relevance to the needs for an industrialized society. This program is grounded in a concept forcefully expressed by Dr. S. P. Marland, Jr., former U. S. Commissioner of Education. Before a Career Education Workshop on April 5, 1972 in New York City, Dr. Marland said, "I hope you participants would return to your states, your communities and associations with a corresponding plan to advance the design and installation of Career Education Programs that will help every youngster find his place in the world of work."

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CAREER DEVELOPMENT FOR YOUTH IN DEPRESSED URBAN AREAS: PROBLEMS, APPROACHES AND TRENDS

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Three years ago, the then Commissioner of Education, Dr. Sidney Marland, set forth an aphonic revolution in America, the call for an amelioration of education programs. For too long students, parents, and community leaders had demanded that changes in the education system be instituted because many of our youth were leaving school ill prepared to cope in this technological age. Their plight became even more treacherous as they attempted to survive amidst the pervasive community deprivation, supposedly brought about as a result of benign neglect.

Dr. Marland responded to their concerns with the following succinct statement:

> "Education's most serious failing is its self-induced voluntary fragmentation. The strong tendency of education's several parts to separate from one another to divide the enterprise against itself . . ."(1)

With the problem of educational failure for our students somewhat delineated, Dr. Marland proposed that:

> "The universal goal of American education, starting now, be this: that every young person completing our school programs at grade twelve be ready to enter higher education or to enter useful or rewarding employment . . ."(2)

A new concept was being introduced to our education policy makers that, hopefully, would dispel some of the criticism regarding career education programs. School districts around the country began to infuse career development (life span development) in the total curricula with this new funding from the national level. There were a large number of states during this period of transition which seemingly were floundering, or at least not instituting the program nationally using the same frame of reference. This may have come about because some of the "experts" had indicated to their constituents that vocational education was synonymous with Career Education.

One of the most frequent rationales given for equating both of these concepts was that funding primarily was under the Vocational Education Act. Funds from other resources were difficult to acquire. In fact, there were only "limited and restricted resources available to the Office of Education;" and there was "the uncertainty as to the form Federal support should take."(3) With school budgets faced with deficit spending, many were hard pressed to institute this new concept so that it would interface with all existing programs.

If one accepts the philosophy of Bottoms and Sharpes' definition, that "career development includes the continuous choices and adjustments an individual has to make throughout his life with regard to education, employment and voluntary work as those decisions relate to present and future options and their associated life styles,"(4) then the student's total educational experience will be more than a survival experience. But, to add a word of caution, career development can not be looked upon as a panacea for correcting the many ills of our educational system. If we look at our urban cities and think of this definition from a practical base, along with how the programs have been instituted, many questions begin to surface.

1. Why is it that so few of our urban youth know so little about the new and emerging careers? Can we turn this around to say urban youth may know about these new careers, but cannot translate this awareness in to what they see in their own communities? High unemployment, poverty, technical jobs available, but inexperienced people applying are some of the many frustrations.

2. When will school districts eliminate the "traditional" programs (boys' programs, girls' programs) and institute programs for students? Schools must move at least within the spirit of the law. We do see new legislation emerging on the horizons. The question is will we be ready to make the exciting changes?

3. Should not all students have a saleable skill when they leave twelfth grade or is it just for "those" students?

4. If the career development concept is to become the salvation for our urban youth, why are students being trained on out-dated equipment? Furthermore, why is funding being used for frills and/or administrative cost?

5. Is it possible for many of the educators and/or policy makers to become sensitized to the needs of minorities and poor, as school districts move through this new developmental process?

6. The quality of education for the disadvantaged is at a marginal level, why?

7. Why is it that many of the urban youth are not receiving factual information regarding post-secondary programs? Should the "gate receipt students" remain as the model for being successful?

8. In what way will employment bias the largest single handicap for urban youth, be corrected with the advent of this new concept, career development programs?

9. Will career development programs for our youth in the urban areas deemphasize college programs?

There must be a stronger commitment and better communication between educators and the community if these problems are to be reconciled (and those considered here are just a few of the problems).

In attempting to solve these problems, there is a definite need to draw on the strengths of leadership from general education (academic teachers), vocational education, guidance, and administration to design career development programs which will include not only teaching about the world of work, but also include the total lifetime developmental process. These programs must have quality consistency. They must also have responsible persons to direct them, who have the following competencies:

"1. A thorough understanding of career development theory and research;

2. Group process, human relations, and consultative skills;

3. Knowledge of curriculum and how curriculum is developed;

4. An understanding of the relationship between values, goals, choices and information in decision making;

5. Knowledge of the history of work and its changing meanings;

6. An understanding of the changing nature of manpower, womanpower and economic outlooks; and

7. Familiarity with various strategies and resources for facilitating career development, including the utilization for the school, the community, and the home."(5)

As we continue to design approaches for the elimination of these concerns, urban youth must be counseled in accepting full responsibility for their own career development. They are only able to do this if their educational programs have been clearly outlined and there is a staff that is fully committed to carry out these programs. In addition, a career guidance program is essential in helping youth to assimilate and integrate knowledge, experiences and appreciations related to:

"1. Self-understanding which includes a person's relationship to his own characteristics and perceptions, and his relationship to others and the environment.

2. Understanding of the work society and those factors that affect its constant changes, including worker attitude and discipline.

3. Awareness of the part leisure time may play in a person's life.

4. Understanding of the necessity for and the multitude of factors to be considered in career planning.

5. Understanding of the information and skills necessary to achieve self-fulfillment in work and leisure."(6)

To highlight these areas, a partial listing of experiences as outlined in a position paper by National Vocational Guidance Association and the American Vocational Association (1971) indicates the necessity for career guidance experiences that will help each individual:

"1. Understand the necessary considerations for making choices and accept responsibility for the decisions made.

2. Consider the possible and even predictable value changes in society which could affect a person's life.

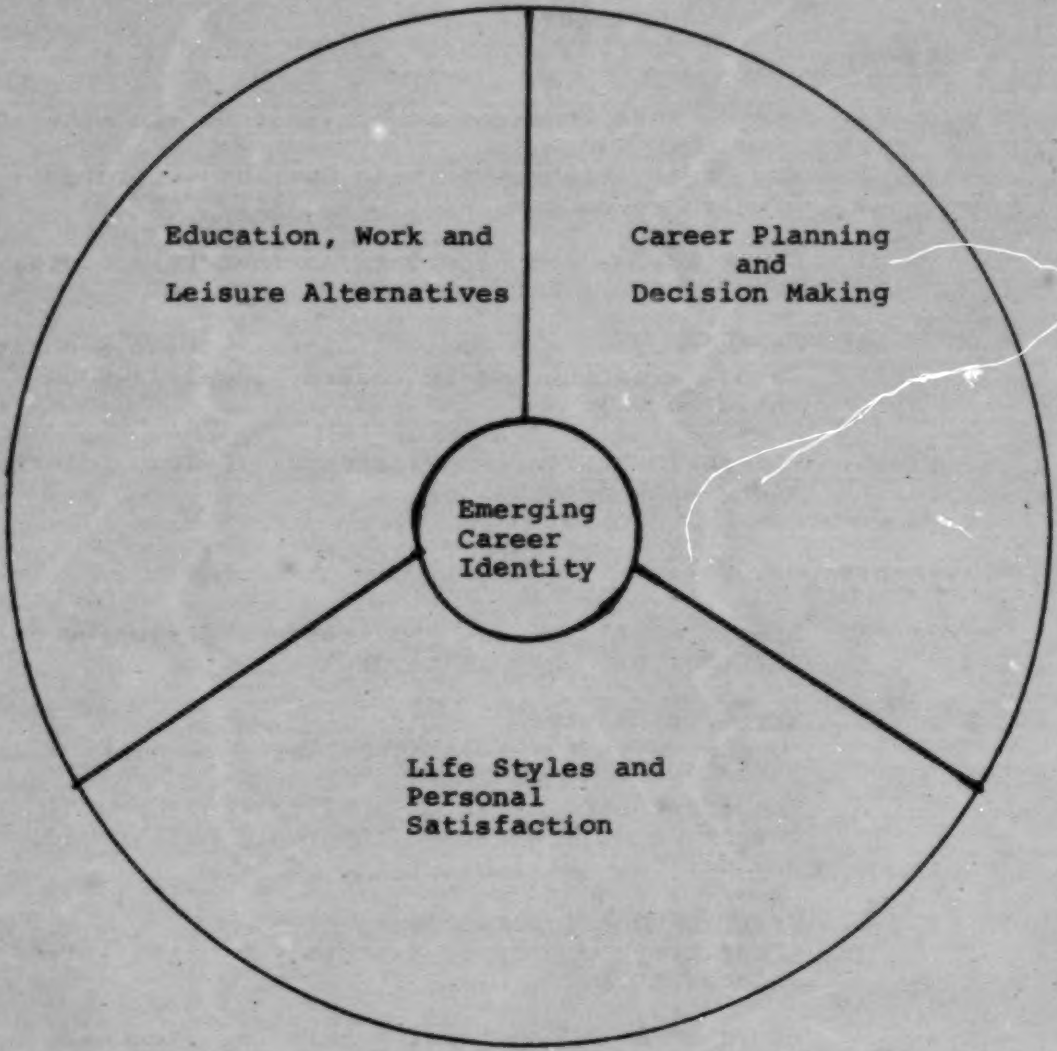
3. Identify and use a wide variety of resources in the school and community to maximize career development potential.

4. Understand that career development is lifelong, based upon a sequential series of educational and occupational choices.

5. Systematically analyzes school and non-school experiences as he or she plans and makes career-related decisions.

6. Know and understand the entrance, transition, and decision points in education and the problems of adjustment, that might occur in relation to these points."(7)

To conceptualize these offerings a model is offered to encourage career development in our youth.


Education, Work and Leisure Alternatives
Career Planning and Decision Making
Emerging Career Identity
Life Styles and Personal Satisfaction

California Model for Career Guidance Curricula K-Adult.

With these principles and experiences so stated, there are fifteen steps designed by Carl McDaniels and Cathy Simutis which can be implemented to lower the frustration level as factual information is prepared regarding the world of work through the career development process. They are as follows by categorical listing:

Planning

1. Decide What You Want to Do (What Do You Like to Do?)

2. Explore Available Training Options (Different Programs- College, NYC, OJT, etc.)

3. Check Employment Alternatives (Federal, State, Local or Self Employment)

4. Check Federal and Local Offices (Social Security Card, Selective Service Board, local laws on child labor)

5. Obtain Three To Five References (Select references along with permission)

Preparing

6. Practice Filling Out Applications (Practice filling out to learn what is needed)

7. Write Up Resume'
   (Organize facts in a logical arrangement)

8. Prepare Basic Letter of Application (General letter detailing career interest, background, and date of availability)

9. Practice Job Interviews
   (Practice how can you express your liabilities and assets?)

10. Register with Job Finding Services (Teacher, Counselors, Civil Service, etc.)

11. Research Prospective Employers
    (Before contacting agencies, learn something about them.)

12. Make appointments for Interviews
    (Contact employer by phone or letter)

Measuring

13. Take Employment Interviews
(Arrive five minutes early, never late.)

14. Take Necessary Employment Tests
(If tests are requested, learn what they are.)

Finalizing

15. Accept or Decline Job Offers
(Evaluation of job offers)"(8)

Since the responsibility for improvement is being placed on the schools so that its graduates are better prepared to enter the work force or to attend college as an option, a suggested model of personnel's role and function is presented.

The District of Columbia Public School System has implemented a Career Planning and Placement Unit. Five career development counselors were appointed in May, 1971, and by April, 1972, each high school had career advisors."(9) These roles and functions are:

1. To counsel and to assist secondary school youth in the preparation for placement in career opportunities, for immediate or future part-time or full-time employment, or continuance of education beyond the high school level.

2. To assume counseling responsibilities and career guidance functions for all students assigned, and participating in career development programs which presents a wide range of social and environmental problems.

3. To organize and conduct orientation with students to introduce and reinforce the demands and responsibilities required of them as participants in career development programs.

4. To appraise students' interests, aptitudes, abilities and personality characteristics as may be needed to assist them in adjusting to a work situation, and in planning their educational career goals.

5. To hold on a regular basis individual and group counseling sessions for students, to inspire confidence and a feeling of personal worth and assist with various other additional work-oriented problems.

6. To hold conferences with parents and other interested citizens to assist them in recognizing their roles and responsibilities in the program.

7. To visit students' homes to obtain or verify information that may help in integrating their total needs with their work learning needs.

8. To prepare and maintain required records, reports, and other materials essential to the development and evaluation of student work progress.

9. To assist students to obtain free or low-cost scholarships to institutions of higher education.

10. To compile and study occupational, educational, and economic information suitable for guiding and motivating students in making and accomplishing work-training and educational objectives.

In addition, the Career Advisors for D.C. Public Schools' purpose is to counsel through an instructional program the secondary school youth in the preparation for placement in career opportunities; for immediate or future part or full-time employment or continuance of education beyond the high school level.

Career development can be the reasonable educational force to remedy the many educational, sociological and economic inequities as has been expressed by students, parents and community leaders. For this to happen operationally, there must be adequate funding from the national level. A positive step is to establish an office for Career Education within the U.S. Office of Education.

In my opinion, if career development is to serve the student population for whom it is designed, it must relate to the many varied groups in our society. The trend in career development must be toward improved programs for handicapped persons, gifted and talented individuals, and females. In addition, business-labor-industry professions must be served. Career education must become a vital part of teacher education, community college programs, four-year or university environments, and even the all-volunteer armed forces.

In short, to be effective career development must be a system encompassing kindergarten through university setting children and adults in all settings, and serving people of all ages.

As Dr. Kenneth Hoyt indicated, "The days of educational isolationism are past. It is time that our formal educational system join forces with all other segments of the total society, including both community service agencies and the business-industry-labor community in a comprehensive effort to meet the varied and continuing needs for education on the part of both youth and adults. Rather than either complaining about or competing with other kinds of educational opportunities, all must collaborate in providing appropriate educational opportunities for all citizens."

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IMPACT OF FEDERAL LEGISLATION ON CAREER COUNSELING AND VOCATIONAL EDUCATION FOR THE DISADVANTAGED

Dr. Calvin Dellefield
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National Advisory Council on Vocational Education

I want to bring you greetings from the National Advisory Council on Vocational Education. This has been a very interesting day and it has been a real pleasure to be back at VPI&SU. When Margaret Driscoll gave us greetings this morning, she did more than most executives do when they welcome a conference. She really set the tone with two words--sail together. Those words are my theme for tonight and I hope they will be your theme for the rest of the year. Sailing together is a critical issue we must face. This morning we heard Grady Taylor and Katherine Cole talk about the needs of the disadvantaged, first in rural areas, and secondly in urban areas. We heard them both say that the real critical issue is not there, but here, and they were both pointing figuratively at each other. The critical area of the disadvantaged is both in the rural and the urban areas. It is a critical problem which we are facing nationwide and the only reason we hear dichotomy is that it's so critically important everyplace.

Federal legislation is extremely important to the development of programs for disadvantaged youth. As you may know, the Vocational Education Amendments of 1968, which provide the funds for vocational education and a variety of other areas, run out in June. The House of Representatives has had a whole series of oversight hearings during the last five months. Several organizations introduced bills. The American Vocational Association had its own piece of legislation. The American Association of Community and Junior Colleges introduced their piece of legislation which basically said, let's have two delivery systems and divide up the dollars equally. Then, we have the American Personnel and Guidance Association (APGA) bill. The APCA bill basically suggests that there's not enough guidance in vocational education, so let's have a separate bill for guidance in vocational education. Everybody's out trying to get their piece of the pie.

Two years ago the Administration came up with a bill called The Better Schools Act, which was a revenue sharing bill. The National Advisory Council opposed the bill and it never got out of committee. This year the Administration, represented by Dr. Pierce and Ted Bell, is coming up with its own bill again. They brought hundreds of people to Washington to work out a compromise bill between the old Better Schools Act, the revenue sharing bill, and something new that is now called a consolidation bill.

You can see that the National Advisory Council doesn't follow any party line. We've opposed every appropriations bill, including those of Johnson, Nixon, and now probably Ford. So, we're impartially opposed to everything. But, seriously, the bill that appeared to be coming up from the administration was a consolidation bill that basically said that we'll take about a third of the money that normally goes to the States and keep it in Washington for new, innovative programs, and that the vocational education dollar should not primarily be used any longer for ongoing programs.

Carl Perkins, Chairman of the Education Committee of the House, is from Kentucky, a country man, who is one of the most astute men I have ever met. He comes on very slowly and if you're not careful, you're holding your head in your hand because he's cut you into pieces. Carl Perkins says that regardless of what we do we must make certain that funds get to those who need them most, and there will be no bills coming from his committee which don't set money aside for the disadvantaged. You can bet your bottom dollar that there will be dollars set aside for the disadvantaged in any new bill.

Now with all those bills coming out, I'm ready to make a wager that the bill which will be passed is going to be Mr. Perkins' bill which he's introducing himself and is called HR 19. You are going to hear a lot more about that. All it does is take the 1968 Amendments and doubles the amount, and increases the money for the disadvantaged to 100 million dollars per year. Chances are it won't be passed in that form because both the House and Senate will amend it.

The National Advisory Council testified that no less than the current 15 percent for the disadvantaged be continued, and probably that should be increased. We may support legislation requiring the States to match that 15 percent because larger amounts of money are necessary if major changes are going to be made to assist the disadvantaged. If we really believe in universal education, that is, everyone staying in school and getting an education, not being pushed out, or dropped out, kicked out, or whatever you want to call it, then we're going to have to put special emphasis on programs for the disadvantaged.

One of the key findings in evaluations of vocational education last year in all 50 states is that dollars for the disadvantaged were not being spent even in accordance with the current law, which requires 15 percent. There were 37 states that could not prove they spent 15 percent specifically for the disadvantaged, so, I imagine we will see some major changes there. The National Council is monitoring a project called Baseline, which is designed to gather statistics on what is going on in vocational education. They have just come out with a supplemental report which is called, The Impact of Vocational Education and Manpower Training on Target Populations, Ethnic Groups, the Disadvantaged, Handicapped, and Unemployed Adults. I can summarize this study in about four points: (1) It says we must identify and account for those people who are disadvantaged and handicapped. Right now we're playing games and acting like we know. (2) We must provide vocational and personal guidance and counseling for them. (3) We must provide occupational and other educational options. (4) We must provide for job placement and adjustment. That sounds like what we heard this morning, doesn't it? We are still sailing together.

The study went on to say that guidance and counseling should be an integral part of any program providing services for the disadvantaged, as well as other students. Now, I know I'll be stepping on a few toes with what I'm about to say. Most counselors are trained and oriented to advise and counsel the academically gifted. Counselors, as educated people, are much more comfortable with those who are following the pattern they went through. People who are involved in guidance as a rule have spent most of their time getting ready to work with or for educated people who seek education as an answer. Few of us in the counseling field have had the kind of experiences that are necessary to deal with people who don't see education as an answer. The National Council recently conducted a series of conferences in order to develop a report on vocational education in urban areas. This report is called: Report on Vocational Education in Urban Areas. One of the things which was spelled out loud and clear is that vocational education in the cities and rural areas isn't as good as in the suburban areas, and there are less dollars provided per student for the urban and rural disadvantaged.

In its Third Report, the National Council stated that every secondary school should be an employment agency. It must become a national objective that schools in disadvantaged neighborhoods establish employment offices at once and accept the responsibility for removing barriers to the employment of their graduates. This afternoon I had the pleasure of sitting in on a meeting which Lucy Crawford and Carl McDaniels co-chaired. I heard two points of view in terms of delivery systems for employment, but there was no question that it was critically needed. Preston Caruthers, former Chairman of the Virginia State Board of Education, is now on our National Council. He is currently chairing a major project of the National Council designed to bridge the gap between school and work--in other words, getting employment involved in the schools. This project, funded by the Office of Education and the Department of Defense, is designed to determine how this can best be established. There are seven or eight methods which may be very effective, and different delivery systems may be used in different places. Preston Caruthers was primarily responsible for introducing the bill into the Virginia Senate which requires every school to accept the responsibility for job placement services. The Sixth Report of the National Council was called, Guidance and Counseling: A Call for Change. Here the National Council urged that job placement be provided as a major part of counseling and guidance, and in Virginia you have taken that major step. This type of law has also been passed in Michigan and Florida. I will wager that in five years it will be a law in every State.

The Sixth Report said several other things. It said there must be greater involvement of counselors in work experience, and the business, industrial, labor environment. We need better data on job opportunities and we have to increase efforts to improve counseling services to minorities and other disadvantaged persons. You can see we're moving in that direction. I would guess that new vocational education legislation is going to have categorical funds for counseling, guidance, and job placement. Because of this Sixth Report, the Office of Education is funding a meeting for national leaders in vocational education and counseling and guidance to see if we can work out a series of recommendations for Congress on the counseling and guidance paragraph of the new bill. Lucy and Carl, I question whether your concerns about the delivery systems were very valid because there are many delivery systems which might be successful. I'm concerned that we aren't all sailing together in this direction because we come from different areas. We're all attempting to support our own area as the one which can best provide the necessary counseling, guidance, and job placement services. I think that may be wrong.

There is a proposal that came out last week by Senator Humphrey. It's an annual proposal that's been out for about nine years, to pull education and parts of labor away from the Department of Labor and Department of Health, Education, and Welfare, and set up a Secretary of Education. One of the reasons for this is the different directions that CETA (Comprehensive Employment Training Act) and vocational education are going. The National Council has just conducted two conferences, one in Washington, and one in San Francisco. We invited leaders from both CETA and vocational education to these conferences. It turned out that in Washington about 80 percent of the participants were vocational educators and about 20 percent were CETA people. In San Francisco, the reverse was true. So, in Washington we basically heard that vocational education is carrying the ball and CETA is just falling on its face. In San Francisco, we heard vocational education was a total flop and if it wasn't for CETA nothing would be happening. I tend to doubt that either one of those extremes are accurate, but again, I'm most concerned that we aren't sailing together.

I was talking earlier with Howard Hawkins, your State Manpower Director. Howard provides fine leadership for MDTA and I'm sure he will be providing strong leadership to CETA. But it's critical that Howard and George Orr (State Director of Vocational Education) talk to each other in Richmond, and that in each of your areas where there are prime sponsors, you must work out cooperative relationships so there will be team play. The Federal Government dropped the ball almost completely. The National Council requested the Domestic Council, the immediate advisors to the President, to pull together some key people to discuss cooperative efforts. They brought together Bill Kolberg, Secretary of Labor for Manpower, representatives of Ted Bell, Commissioner of Education, the Chairman of our Council, and myself. We sat in the White House for two hours hearing that vocational education was great and doing its bit and that CETA was great and doing its bit. Never once did either one of those two major leaders talk about cooperation, about team efforts, or the way they're going to work together so there won't be duplication. I was very disappointed. But, the kind of pressure that both Manpower and vocational educators are under, to build their own establishments, to fight for their own turf, to get their own bucks at the national level is also reflected at the prime sponsor level. Until we can sail together, we're going to be providing fewer opportunities for people, and that's what our job mainly is.

The last thing I'll talk about is what's happening in terms of dollars. This year's budget is the same for vocational education as last year's except, Rufus, we have another million bucks for State Advisory Councils. The Administration's proposed budget for fiscal year, 1976, is based on an administrative proposal for vocational education which has not been made. When the budget was developed, the Office of Management and Budget approved the submission of the budget to the Congress but did not approve the proposal for legislation. So, we have a budget proposal by the Administration which says, for instance, that 126 million dollars less would go to the States. There would be no money for EPDA or a whole series of other things. That difference in dollars would then be put in a lump sum for innovative funding which the Commissioner of Education would give out in some way. I tend to doubt if that's going to pass. I would guess that all the money, the 10 million dollars for the training programs we have here will be maintained.

It's the National Council's recommendation that the EPDA funds for vocational education be moved out of the elementary and secondary bill because they're probably lost there. We recommend that the EPDA dollars be put in a vocational education bill. I believe if we can get our story to Congress of the youngsters who are not in vocational education because there's a shortage of teachers, we'll have an EPDA increase rather than decrease.

Summing it up, I believe we can say that the House will have a piece of legislation available around May, maybe June. The Senate will not have legislation until probably January or February, and we will have a new vocational education act about March of 1976. I'm guessing that it will be something similar to the 1968 Amendments with more money authorized, although I'm not sure more money will be appropriated. The difference there is that Congress says it's okay to have the money then won't give it to us. I think we are going to see a greater emphasis on the disadvantaged, the handicapped, and the unemployed. I think we are going to see a greater emphasis on counseling and guidance, and a much greater emphasis on job placement.

So, what we can see as we look down the future, legislation will run from 1975 to 1983 or 1984, is that vocational education will be stronger, it will be bigger, there will be more money, there will be categories, one of which will be the disadvantaged, and a major emphasis will be on job placement. There will be provisions made for training of vocational education teachers and administrators. The dollars that will come first will probably be no greater percentagewise than the dollars we have now, but a great deal more will be authorized as times get better. CETA and other training programs will continue to work independently and it is going to be our obligation to go out and offer services to them and see to it that we really do sail together.

PROVIDING REALISTIC ALTERNATIVES IN CAREER PLANNING FOR THE DISADVANTAGED: IMPLICATIONS FOR CAREER EDUCATION*

Dr. Kenneth B. Hoyt
Director
Office of Career Education
U. S. Office of Education

Introduction

Career education, for minority and low-income persons, has, to date, been generally a matter of over-promise and under-delivery. The expertise assembled here will hopefully be dedicated to correcting this situation, not to denying its validity through the splendid examples of practice to be presented. Such examples will be better viewed as pointing the way toward progress than in denying the truth of this accusation. If this happens, we should be able to devise a "career education game plan" that will be superior to any particular example presented here. Let this be our goal.

To build positively demands that we be willing to look realistically at both promises and at problems in three categories: (1) conceptual assumptions of career education; (2) process assumptions of career development; and (3) programmatic assumptions of career education. By devoting this presentation primarily to a discussion of these assumptions, the resources to be discussed during the remainder of the conference should assume greater relevance.

To discuss each major kind of assumption fully and completely would require a very large book. Here, only a brief outline of each can be presented. I apologize here to those who are sure to accuse me of painting too bleak a picture. Having apologized, I want to move ahead. That is, in my opinion, if I present a problem that has no basis in reality, you can readily dismiss it. I simply ask that we face those that cannot be dismissed.

Conceptual Assumptions of Career Education

Two basic conceptual assumptions of career education constitute serious operational challenges when we seek to meet the needs of minority and low-income students. One of these assumptions is that career education is for all persons. The second is that career education is humanistically oriented. Both assumptions require brief discussion here.

From the outset, we have pictured career education as an emphasis for all persons, at all educational levels, in all settings in our society. We have said that career education should be available to very young children and to adults in the retirement years - to males and to females - to the physically and mentally handicapped and to gifted and talented persons - to high school dropouts and to college graduates - to the rich and to the poor. We have said that ALL persons need to know, understand, and act on the increasingly close relationships between education and work that exist in our society at the present time. The assumption, in my opinion, is sound and must be preserved.

This audience need not be reminded that without unequal resources, equality of opportunity is virtually impossible for those who must start out behind. In a democratic society, "poor" is a relative concept. It is inevitable in that some members of society will have more than others. Thus, in a relative sense, the presence of poor people does not seem evil. What is evil is the assumption that, in generation after generation, lower income persons must always be expected to come from the same families. To make any concept, such as career education, equally available to all is to guarantee that this situation will be perpetuated.

Our philosophy is dedicated to destruction of the cycle of poverty. Possibilities for doing so will be discussed shortly.

The second conceptual promise of career education, for minority and low-income persons, is that it is humanistically oriented. I recognize how strange this statement must sound. If I didn't think I could defend it, I would not have said it.

I have tried to conceptualize career education around a four letter word called "work". In doing so, I have defined work as follows:

> "Work is conscious effort, other than activities whose prime purpose is coping or relaxation, aimed at producing benefits for oneself and/or for oneself and others."

This definition obviously includes unpaid work as well as paid employment. Its emphasis on "conscious choice" distinguishes "work" from "labor" that is forced on the person or performed involuntarily. Its emphasis on "producing" refers to the human need of all human beings to do - to accomplish - to achieve something that will allow the individual to be someone. Its emphasis on "benefits" illustrates the need we all have to know that somebody needs me for something - that it does make a difference that I exist. Former President Lyndon B. Johnson expressed this need well in a speech when he said "to hunger for use and to go unused is the greatest hunger of all." Career education is dedicated to relieving all persons from that hunger. That is why I say it is humanistically oriented.

It is obvious that career education speaks to what Maslow described as the higher order need for self-actualization. It is equally obvious that, if one follows Maslow, meeting this need is dependent on meeting the more basic needs of survival, security, love, and belonging. We have translated our humanistic orientation for career education into goals that say we seek to make work possible, meaningful, and satisfying for each individual. In so doing, we, too, have obviously used an ordering of needs approach. That is, work cannot be "meaningful" until it is first "possible." It cannot be "satisfying" unless it is first "meaningful."

For several years, youth unemployment has been approximately three times as great as adult unemployment. Further, unemployment among minority youth has been approximately double than for white youth. Further, unemployment rates for females have been higher than for males. The sickening stability of the statistics takes on added meaning in times when general adult unemployment rates are rising. With unemployment rates in the inner city higher than for the country as a whole, the employment prospects facing minority, low-income youth from inner city environments seem bleak indeed. I have often observed that youth with nothing to do seldom do nothing. It is probably an understatement to say that we face an explosive situation.

The goals of career education can never be met for minority and low-income persons unless major and decisive action is first taken to attack and solve the youth unemployment problem. Survival and security needs, related to work, must take initial precedence over meeting higher order self-actualization needs. It seems both unwise and unproductive to emphasize the personal meaningfulness of volunteer, unpaid work to minority and low-income persons prior to meeting their needs for paid employment. They already know what it's like not to be paid. Unless there is paid employment available at the time students leave school, career education, for minority and low-income youth, is a cop-out.

At the same time, if career education were to content itself only with making work possible for minority and low-income youth, the goals of career education would obviously not have been met. We would run the great risk of assigning minority and low-income youth to a life of labor while reserving the personal meaningfulness of work for the more affluent. This simply must not be allowed to happen.

Process Assumptions of Career Education

As a process, career education follows the model of career development. This model envisions a sequence involving, in a progressive manner, (a) career awareness; (b) career exploration; (c) career motivation; (d) career decision-making; (e) career preparation; (f) career entry; and (g) career maintenance and progression. Special problems exist for minority and low-income persons in each stage of this process. Only brief mention of such problems can be made here.

Career awareness aims to acquaint the individual with a broad view of the nature of the world of work - including both unpaid work and the world of paid employment. That world cannot, for most inner-city youth, be seen in its entirety in their immediate neighborhood. More basic, that world is not known clearly to many of their teachers and counselors not to their parents. Problems here are pervasive in most inner-city elementary schools.

Career exploration seeks to help individuals consider possible occupational choices based on their interests and aptitudes coupled with an understanding of the basic nature of various occupations and their requirements for entry. To be effective, career exploration must be more than a vicarious experience. Reading about work is like reading about sex - i.e., it may very well be stimulating but it is seldom satisfying. If minority and low-income youth are to leave their neighborhoods to explore the world of work first-hand, it is vital that they see some persons in that world who are products of low-income inner city neighborhoods. If this cannot be accomplished, career exploration may be more self-defeating than productive for such youth.

Career motivation concerns itself with work values and centers around helping the individual answer the question "Why should I work?" If persons from a very low-income family are asked whether they value "making money" or "helping people" more, it should not be surprising if they choose economic over altruistic values. The danger, of course, is in assuming that the individual has no altruistic work values. Money, as a sole motivational base, prevents one from developing long-term self-sustaining motivational patterns. Unless minority and low-income youth can be given such a broader motivational base, they cannot be expected to persevere toward full career development.

One of Shelley's poems contains these lines: "Patience and perseverance made a Bishop of His Reverence." Unless motivation can be diverse enough to produce perseverance, minority and low-income youth will find it difficult to afford the luxury of patience.

Career decision making seeks to help the individual answer three questions: (a) what is important to me; (b) what is possible for me; and (c) what is probable for me? We have been more successful in demonstrating probable failure than possible success. Career decision making, for minority and low-income youth, cannot be based simply on increasing self-understanding and understandings of occupational opportunities. Unless it is accompanied by understandings of how to take advantage of such opportunities, it is likely to be more frustrating than helpful in its results.

Decision making is preceded by indecision. It isn't terribly serious to remain occupationally undecided if your father owns the factory. However, for the minority and low-income youth who have immediate economic needs, occupational indecision is a very serious matter indeed. Unless high quality career decision-making assistance is available, pressures of time will continue to force many such youth to settle for lower levels of occupational aspiration than they should.

Part of career decision making leads to occupational preparation programs. Problems of minority and low-income youth are particularly serious in this area of career development. It is obvious that long-run problems of minorities are dependent, in part, on more minority persons assuming community leadership roles - and that such roles are, at present, largely being taken by college graduates. Thus, there is an absolute necessity for encouraging more minority and low-income persons to attend college. If career education goals are to be met, college attendance will be seen as preparation for work - not simply for a degree. Too many such youth seem still to be regarding the college degree as an end in itself rather than as a means to an end.

While recognizing and emphasizing the great need for more minority persons to become college graduates, it would be both tragic and unfair to fail to emphasize post high school occupational preparation programs at less than the baccalaureate level. There can be no freedom if the full range of possible vocational preparation choices is not made available for choice. Career education cannot ignore or play down opportunities in vocational education for minority and low-income persons simply because more such persons should be going to college. Instead, the widest possible range of educational opportunities must be made freely available for choice on the part of all minority and low-income youth - along with the financial aid necessary for implementing whatever choices such individuals make.

Finally, the continuing problems minority and low-income youth face in career entry and progression must be recognized. In recent years, a relatively great deal of attention has been focused on helping such youth solve problems of career entry. Problems of career progression and advancement are equally important. If career education does not assume an active role in working with others to solve such problems it will not have been beneficial, to the extent it has promised to be, for minority and low-income youth.

Programmatic Assumptions of Career Education

Finally, I would like to comment briefly on three programmatic assumptions of career education that are currently acting as operational deterrents to effective career education for minority and low-income persons. These are: (a) the assumption that career education is a collaborative effort; (b) the assumption that the classroom teacher is key to the success of career education; and (c) the assumption that career education is inexpensive.

From the beginning, career education has been pictured as a collaborative effort involving the formal educational system, the home and family, and the business-labor-industry-professional-government community. The strength of a given community's career education effort is dependent on the strength of each of these three collaborative forces.

Given this view, problems for minority and low-income students become immediately apparent. The inner city school, when compared with its counterparts in the suburbs, is often seen as poor as its student body. Career education depends greatly on parents to teach positive work values, good work habits, and to assist youth in career decision making. Adults living in the homes of many minority and low-income youth are, at present, not well prepared to accept such responsibilities. Career education counts heavily on the business-labor-industry-professional-government community to provide observational, work experience, and work-study opportunities for students. Further, it depends on the willingness and availability of members of that community to serve as resource persons in the classroom. If the business-labor-industry-professional-government community is limited to the immediate neighborhood of the inner city, a lack of both quantity and quality of effort is almost sure to be felt.

All three parts of this collaborative effort - the schools, the home and family structure, and the business-labor-industry-professional-government community must be strengthened if quality career education is to be provided for minority and low-income youth.

A second programmatic assumption is that the classroom teacher is key to the success of career education. Career education asks the teacher to use the community as a learning laboratory in which students can see career implications of subject matter. It asks that we open up the community to students and teachers for field trips and for "hands-on" experiences. It asks that many persons from the community be brought into the schools to serve as career education resource persons. It asks the teacher to use a project approach to teaching and to emphasize a "success approach," based on individualization of instruction, to the teaching learning process. The many inner-city teachers who, day after day, find crowded classrooms, danger on the streets, and pupils who can't read find it difficult to become enthusiastic about the pleas and visions of career education. The problems of many are compounded by their own lack of experience in or contact with the world of work outside of formal education.

The third programmatic assumption of career education is that it is inexpensive. This assumption is based, in part, on the fact that career education asks neither for new buildings nor for large increases in staff. It seeks to be infused into all subjects rather than being added on as yet another part of the curriculum. In part, this assumption rests on a belief that, if youth are prepared for work and willing to work, they will find work that is satisfying to themselves and beneficial to society.

In the case of minority and low-income youth, this entire assumption appears to be erroneous. It is going to cost sizeable sums of money to give inner-city teachers the kind of inservice education they will need to work in career education. Parent education programs for career education in the inner-city will require special staff and so cost money. Similarly, field trips and work experience sites for minority and low-income youth cannot be limited to the inner city itself, but must extend out a considerable distance. This, too, will require staff and equipment and so cost money.

Career development programs, for minority and inner-city youth, must, if they are to be effective, be both heavily staffed and equipped with a wide variety of career exploration and decision-making equipment. All of this will be expensive. Finally, the largest costs will be those connected with guaranteeing access to post high school educational programs and to real, bonafide employment for minority and inner city youth. Unless both are purchased, neither will be available and career education will have been yet another hoax society has played on such youth.

Concluding Remarks

In raising these problems career education faces in meeting needs of minority and low-income youth, I, in no way, intend to imply that I know immediate and effective solutions that can now be applied in solving them. At the same time, I find myself full of several beliefs regarding solutions to these problems. I would be less than honest here if I failed to state their general nature.

First, I am convinced that, of all the things needed, money must surely beat, by a very wide margin, whatever is in second place. Even more important, we need other branches of government - the U.S. Department of Labor, the Department of Commerce, the Department of Defense - and many others to join forces in emphasizing and implementing relationships between education and work in our society. We need the business-labor-industry-professional community to recognize that they, too, have a stake in attaining the goals of career education. Finally, it seems to me that, in spite of our past failures to do so, we need to encourage the churches of the nation to become involved in career education. They have a key role to play in problems involving value decisions and personal judgments.

Second, I am convinced that, in spite of the problems I have specified here, career education can be a reality for minority and for inner city youth. Many examples exist throughout the United States where effective actions are already being taken. The conference program here is filled with some of the better examples. Many others exist who could not be brought here. In no way are the problems of providing effective career education for minority and inner city youth incapable of solution. We need to build on the many good examples that now exist and go forward together.

Third, I am convinced that career education holds great promise for meeting major current needs of minority and inner city youth. If, as a nation, we committed ourselves to career education for such youth, it would pay big dividends both in terms of bringing personal meaning and meaningfulness to their lives and in terms of bringing great benefits to the larger society. Career education is a winner. We should not abandon its implementation simply because formidable problems need to be solved. The best way to begin is to begin. And I think we should.

Finally, I am convinced that, in the absence of a sound and comprehensive career education effort, problems of minority and inner city youth will surely become more complex for them and more difficult for society in the years ahead. We cannot continue to do what we have done in the past. Career education offers a positive, action program for change. It seems to me to be worth trying.

*Paper originally presented to the National Career Education Conference, The National Urban Coalition. Racine, Wisconsin. October 21, 1974. Reprinted by permission.

SPECIAL INTEREST GROUPS

STRATEGIES TO INVOLVE PARENTS OF THE DISADVANTAGED

Mr. Rodney Wilkins
Valley Vocational-Technical Center

The purpose of this paper is to present a proposal pertaining to the implementation of a workshop for parents of disadvantaged students who attend an area vocational-technical center. In lieu of having a workshop for parents of students in disadvantaged programs, it is felt that a workshop for parents from all program offerings will be an asset to the total school program. Also, the parents of students who are enrolled in the disadvantaged programs will be part of the total school picture to avoid being stigmatized as parents of the "slow-learner," "non-academic student," or one of the many phrases which have been harshly assigned to the disadvantaged student.

The parents, under discussion, usually do not attend the PTA, Career Night, or other academically oriented programs at their local elementary or high school. They have entrenched within their own minds a vivid recollection of a school system which attempted to cram the academic or general curriculum into their school experience. (Many laymen and school personnel think of vocational and disadvantaged students as being one and the same.) Some "stuck it out" and graduated from high school; then entered the world-of-work without any salable skill. Still other parents called it quits sometime prior to graduation night. They then became even more disillusioned with their past school experiences and the economic plight which faced them.

Even though their son or daughter may now be enrolled in a vocational-technical public school program the parent is still somewhat skeptical and feels out of place when the public school system tells him that he is really WANTED as an active participant in the workings of the system. It should be emphasized that parents of disadvantaged students are interested in their sons and daughters. Second, these parents with their unique life experiences may have insights to contribute for the betterment of the vocational-technical learning situation. Third, it is known at this point that parents will actually visit a vocational-technical center if there is something that is orientated toward their scope and realm of interest and understanding. By capitalizing on these positive thoughts, the workshop can be a success for everyone concerned.

An outline of the proposed workshop follows:

I. Name of workshop

    A. Simple--easily understood
    B. Not misleading
    C. Instilling interest

II. Purpose of workshop

    A. Value to parent (not time when school will tell parent shortcoming of his child)
    B. Value to student
    C. Value to community

III. In-service meetings prior to workshop

    A. Personnel involved
        1. School officials
        2. Selected parents
        3. Teachers and administrators
    B. Prepare outline of topics
        1. Assign chairpersons for topics
            a. school personnel
            b. parents
        2. Structure for additional topics if needed during workshop

IV. Publicity

    A. Local news media
    B. Letters to parents
    C. Personal contacts with parents
        1. Through feeder schools
        2. Through community
        3. Especially to minority parents
    D. Telephone calls (if parents have telephones)
    E. Follow-up of all contacts again several days prior to first meeting.

V. Date, time, and length of workshop

    A. Week night versus Sunday afternoon
        1. Parents on shift work
        2. Parents tired after hard day's work
        3. Many mothers also work

B. Sunday afternoon
1. Interference with other activities
2. Thought of as time of leisure
3. Has advantages, too
C. Length of workshop
1. One four-hour session
2. Two two-hour sessions

VI. How structured

A. Everyone meets together
B. Meet in each individual school department
C. Cross section of parents who have students in different departments
D. Combinations of A, B, and C

VII. Transportation

A. Public transportation not available
B. For those who need transportation
1. Responsibility assigned to certain vehicle and driver
2. Responsibility assigned according to geographical area

VIII. Inducement (or gimmick) to attend

A. Gifts
1. Gift for everyone
a. potted plant from Horticulture Department
b. gifts from local businesses
2. Drawing of prizes
a. Hair shampoo and set for women-Cosmetology
b. front end alignment for cars-Auto Mechanics
c. fireplace set-Metal Fabrication
d. bird houses-Building Maintenance
e. cakes-Food Service
f. "a" and "b" provide way to get parents back again (set up appointment for winners)

B. Refreshments (served by Food Service Department)
1. At beginning of meeting
2. During meeting
3. At end of meeting
4. Weigh advantages and disadvantages of above

IX. Synopsis of workshop

A. Unfinished business
1. Topics that need further study
2. New topics that arose during workshop
3. Open discussion by group on topics of interest

B. Groundwork for future workshop
    1. Appoint or elect people to assignments of responsibility
    2. Administrators and teachers assume responsibility for topics in which they have peculiar insights
    3. Set definite time and date for meeting
    4. Plan for future workshops
        a. special interest groups
        b. general interest

C. Conclusion
    1. Short summation of proceedings
    2. Involve parents in summation
    3. Prompt adjournment

D. Post-workshop
    1. Inform everyone of what took place
    2. Stress valuable input by parents
    3. Emphasize positive accomplishments

X. Follow-up

A. Communication
    1. Letters of thanks to participants
    2. Calls to those who seemed interested
    3. Communication with parents who attended--invite them again
    4. Communication with parents who did not attend--tell them what took place

The initial workshop will only be successful if the parents are involved in an atmosphere in which they feel welcome. Administrators and teachers must refrain from exploiting the formal educational gap which exists between them and the parents. The use of words, phrases, and sentences must be those that the parents comprehend and fully understand. The educators will need to create a sense of "talking-up" to these parents rather than the usual "talking-down" to them.

The workshop must be conducted as though the parents are providing the input. Many of these people have never heard of parliamentary procedure, or they have listened to the person who shouted the loudest and the longest. Again, it will be the challenge of the school personnel to keep the workshop functioning in an orderly manner without taking complete charge.

If the workshop is a failure, these negative attitudes previously mentioned will be reinforced. If it succeeds, the seeds of positive school attitudes will have been planted.

EVALUATION OF PROGRAMS FOR THE DISADVANTAGED

Ms. Phyllis Butts
Roanoke County Schools

Program Criteria

The disadvantaged students of Roanoke County must meet two of the following criteria in order to receive admission to the Roanoke County Prevocational School.

(1) Normal or above in potential ability, but failing to achieve for some reason
(2) Behind one or more grades
(3) Disinterested in school, possibly irregular in attendance
(4) Lack personal goals and/or sense of purpose
(5) Low or underachievers
(6) Personality, home, or emotional problems
(7) Members of families with low incomes
(8) Cultural or linguistic isolation

Prevocational Selection Procedure

A placement committee composed of the persons listed below will screen and subsequently select all students to participate in the Roanoke County Prevocational Program. In addition, this committee is charged with the responsibility of notifying the principal of each home school as to students selected and portion of the day (a.m. or p.m.) during which students from their school will participate. Committee members are as follows:

(1) Director of Secondary Education
(2) Supervisor of Guidance - Chairman
(3) Supervisor of Vocational Education
(4) Coordinator, Roanoke County Prevocational School
(5) Guidance Counselor, Roanoke County Prevocational School
(6) Psychologist
(7) Visiting Teacher
(8) Director of Nursing
(9) Vocational Rehabilitation Counselor

Each year the initial meeting of this committee for selection of students for the upcoming year will be held during the month of April at the School Board Office. Periodic meetings will be held during the following school year as prescribed by the chairman to review and update the order of priority of students on the waiting list.

Program Objectives

We have selected these objectives for the Prevocational School. The majority of the students at the Prevocational School will:

(1) Learn with "hands-on" activities and job related instruction which will motivate the students and give them an incentive to stay in school.

(2) Improve their overall school attendance.

(3) Improve their self image and develop initiative, responsibility, and self radiance.

(4) Explore a variety of vocational subjects so that they may be better prepared to select a career objective.

(5) Be better prepared for entering the world of work upon completion of their formal education.

(6) Be instructed in proper grooming, and helped to form work habits, and attitudes which are necessary for succeeding in the world of work.

(7) Will be instructed and shown the importance of safety on the job.

(8) Improve their communication and relationship both with peers and authority figures.

Items to be Evaluated

From these criteria and objectives we wish to evaluate the following:

(1) Attitude of the student toward other students.

(2) Attitude of the student toward their parents and teachers (authoritative figures).

(3) Attitude toward the word "school."

(4) Attendance

(5) How are the students being prepared for the selection of a skill that will continue

  a. either in higher education
  b. Roanoke County Educational Center
  c. entry level skill if they drop out
  d. safety
  e. exploratory experience (use curriculum guide)

Evaluation Instruments Used*

1. School Sentiment Index
2. Survey of Study Habits and Attitudes
3. Parent Survey
4. Present Student Survey
5. Past Student Survey
6. Home School Teacher Survey
7. Pre-Vocational School Teacher Survey
8. Present Student Interview with Student
9. Past Student Interview with Student

*Copies available upon request.

STRATEGIES FOR COUNSELING THE DISADVANTAGED

Dr. Johnnie Miles
Dr. Sally Tschumi
Virginia Tech

Career counseling is a facilitative process which helps an individual understand himself/herself, understand the reality of the world of work, and develop his/her ability to solve problems. Career counseling should prepare the individual to be flexible in a changing world. The delivery of career counseling to youngsters is not a new service. However, it has been discovered that these services have not been available to and utilized by the disadvantaged to the same degree as more advantaged students. We therefore challenge you in your work with the disadvantaged to do more, do it better, and do it now!

Doing More

Counselors should be cognizant of the changing social order of American society when providing services to the disadvantaged. We need to be more aware of the reality of the factors that influence the availability of career opportunities and help interpret that reality to our clients. Some of these factors are:

. . . Migration patterns show non-white groups gravitating toward the cities as the middle-class whites are fleeing to the suburbs.

. . . Employment patterns are shifting around the major urban areas. According to the New York Times (1972) the suburbs surrounding the fifteen largest metropolitan areas have gained more than three million jobs while the inner cities have lost some 836,000 jobs. Essentially, the least disadvantaged areas have received an increase of 44% in available jobs while the areas most populated by the disadvantaged lost 7% of the available jobs.

. . . Employment of minorities expanded at a slightly slower pace than that for white workers between 1967-1972 (8% for minorities vs. 10% for whites).

> Minority employment increased by 2% from 1971 to 1972 while employment for whites increased by 3% during the same year. (U.S. Census Bureau, 1971)
>
> . . . Education appears to be more valuable for whites than non-whites. Harrison (1971) revealed that the weekly wage of white high school graduates was $25 higher than white workers who had never attended high school while a non-white with a high school education made only $8.83 more than a non-white who had never attended high school. It could basically be concluded that a high school diploma was worth three times as much to a white youth than it was to a non-white youth.

Such trends are important to counselors because the society and the world of work are changing. In order to be minimally facilitative with a client, counselors must keep abreast of these changes as well as the employment patterns on a local, regional and national level. It cannot be assumed that rural disadvantaged youth will always remain in a rural community. The disadvantaged should not be further blocked by limiting their horizon to immediately available jobs versus developing careers.

Doing more means that counselors no longer encourage disadvantaged clients to pursue "menial" jobs which require little education. Although these jobs provide immediate economic rewards for the client, they usually lead to disillusionment and hopelessness. In addition, the disadvantaged would not have adequately prepared himself for upward mobility, if and when the opportunity presented itself.

Doing It Better

It has been suggested within the counseling profession that the ability to communicate is central to the counseling process. In order for a counselor to be facilitative, he/she must be able to experience with the client. The underlying assumption is that the counselor has to have heard and understood the message(s) intended. Career counseling with disadvantaged students may reveal language patterns that are different than the language of the more advantaged counselors, thereby making communications difficult. How well could you communicate with a student using a different language? Check your language fluency with the following test.

Language Usage Test

Directions: This test consists of a series of words. You are to look at each word and define it according to what is commonly called "street language."

1. sheen
2. grease
3. deuce-and-a-quarter
4. clean
5. punk
6. rapping
7. Mother's Day
8. Hog
9. bread
10. T C B
11. chick
12. chitterlings
13. oreo

You may determine level of understanding by checking your responses against the key at the end of the article.

Counselors should be familiar with the language (bilingual or bidialectal) patterns of the particular subcultures within their institution for the purpose of understanding the client, but they do not necessarily have to speak it. Counseling may be severely hampered if an incorrect message is received by the counselor. Perhaps first-hand experience in the community where disadvantaged clients live and/or in the homes of the disadvantaged is the preferred mode for learning the language. Involvement in the natural setting of the disadvantaged client also provides counselors knowledge of cultural influences as well as relationship patterns with parents and peers.

Since language is the usual medium of vocational appraisal techniques used in guidance, counselors should be attuned to the differences which may possibly exist between the language of the test and the language of the client. Doing it better suggests that counselors employ caution in interpreting standardized evaluation data on the disadvantaged client. We must remember that tests and test results, like the men constructing them, are fallible.

Familiarity with language and knowledge of cultural background provides data about the student. However, there is a tendency to concentrate only on the client and ignore these same influences on the counselor. Counselors usually belong to an advantaged populace reflected in cultural backgrounds, language, and behavior. A good counselor is expected to know himself/herself and have developed congruence between verbal and non-verbal output. Counseling involves a relationship through which two people attempt to communicate in depth. "Doing it better" means that the counselor is aware of this interaction, his/her influences, and avoids forcing accepted norms on the client.

A disadvantaged client is probably more aware of a counselor's values and biases than the counselor is. He/she has to live with the distorted reception on the counselor's color TV set as they try to communicate. It is up to the counselor to examine his/her biases for those characteristics that provide interference as well as those that are helpful. One bias is the false assumption that "I had it tough when growing up so I understand." Another is "because I made it you should be able to do it, too." A person who grew up in an Italian ghetto in a small city twenty years ago has been disadvantaged, but he/she cannot translate that total experience to today in a black urban neighborhood or appalachia. A black from middle class society does not automatically relate more effectively to a ghetto child than a non-black. One cannot rely only on feelings, past experiences and stereotypes. If the counselor is not to be disadvantaged he/she must actively investigate and attempt to understand the present community in which the student lives, and learn to value and use the positive aspects of that subculture as well as to remediate the negative outcomes. One way to show that this group is accepted, valued, and skilled, is to use recognizable paraprofessionals and peers from this subculture in the counseling area. Journals such as the Journal of Non-White Concerns are valuable tools to help the counselor in understanding and in strategies and should be available at every school. Another aid for "doing it better" is the new NVGA monograph Career Guidance Practices for Disadvantaged Youth.

Do It Now

The counselor for the disadvantaged needs to be action oriented, a change agent in the educational system and in the environment. He/she cannot afford to give up easily. This is particularly true in a one to one counseling situation. The disadvantaged student quite frequently feels hopeless or hostile and the counselor gets frustrated from lack of progress. The Gestalt pattern or stages for working through a neuroses may be helpful here: cliche, synthetic, impasse, implosive, and explosive. If counselor and student are willing to work through superficial contact (cliche), playing roles (synthetic) and resistance to or fear of revealing self (impasse), they can get to the heart of the problem (implosive) and break out into new and hopefully more satisfying patterns and relationships (explosive). This takes time and involves risks but the potential outcomes are worth it.

The urgent need of the disadvantaged clearly implies for counselors that immediate attention be given to career counseling. Some strategies for effective career counseling include:

(1) That counselors structure career fairs, career education courses, and job information to make it relevant to the employment needs of the disadvantaged.

(2) That counselors provide for experiential involvement of disadvantaged students at all levels of student development.

(3) That teachers be encouraged to try new methods of integrating relevant career education into the curriculum.

(4) That counselors utilize consulting and intervention strategies to humanize the learning environment of students.

(5) That counselors urge the development of more appropriate vocational appraisal techniques.

Resources to expand career awareness in disadvantaged areas may be limited so the counselor is wise to turn to media for assistance. Books, games and audio-visual aids should be examined carefully to insure they present a positive image of the minorities represented in your disadvantaged groups, that they describe realistic careers, and demonstrate career ladders. It may be necessary to produce one's own audio-visuals. This can become a learning activity for students of all ages.

The following strategies for career counseling with the disadvantaged resulted from brainstorming in the workshop session:

Participate in community life

Involve teachers

Help the student face reality

Help the student redefine himself/herself as a person separate from the group

Use structured methods that provide easy steps and support along the way

Use action oriented, experiential methods

Use group methods

Use peer helpers

Use role models

- Former students now employed
- Parents and their occupations

Tape interviews of workers on the job

Bring in local business people for career week or career night

Go on field trips

Have a student "shadow" (follow) a worker on the job for one day. Provide preparation and training for the observations.

Provide hands-on experiences

Develop a career class for credit

Provide on-the-job training through co-operative education

Doing more, doing it better, and doing it now suggest that counselors become totally involved with his client during the career counseling process. It requires counselors to be accepting of the disadvantaged client while at the same time assisting him to clarify his goals. It requires the counselor to "risk" with the client as he explores both his internal reality (potentials and limitations) as well as the external reality (world of work). The above suggestions do not include new listing of specific techniques for work with the disadvantaged. They are nothing more than effective counseling techniques.

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Key: Language Test

1. Car 2. Eat 3. Buick Electra 225 4. Well-dressed 5. Male homosexual 6. Talking with a girl 7. Payday or day welfare checks arrive 8. Cadillac 9. Money 10. Taking care of business 11. Female 12. Pork intestines 13. "Uncle Tom" or black skin with white values

Soul Rating:

All Correct - Soulfully endowed
1-3 Incorrect - Solid soul brother/sister
4-5 Incorrect - Soulless but trainable
6 or more Incorrect - Soully retarded

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STANDARDIZED TESTING AND THE DISADVANTAGED

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Even before the now famous, perhaps infamous, Buckley amendment, standardized testing had come under severe criticism. In the last five or so years this was as true from those inside as well as those considered outside of the educational scene. While the more vocal aspects of the expressed criticism have been related to sexual and cultural bias, questions have been raised about how test information is used to shape curricula and determine the educational process instead of evaluating it.

One of the more current statements regarding the uses of tests and test data emanated from the Virginia State Board of Education Meeting of October 28, 1974. In part, the statement released clearly specified that the standardized testing results " . . . are to be used primarily for improving classroom instruction and guidance services." The release further stated that to use tests " . . . to assess the effectiveness of a specific instructional program may lead to invalid conclusions." Yet, even with strongly worded statements which seem to speak to gross intentions, there are still areas of legitimate concern with the application and utilization of testing. This is particularly true for those who have in history been at best under-represented.

We will address ourselves to what we see as the two primary areas of concern regarding standardized testing and the disadvantaged. These two major sources have been titled: 1) Selection and Administration; and 2) Interpretation. In isolating our approach to these two headings we accept that we may neglect what other writers have considered to be of importance, but let's see.

Starting from the premise that a testing moritorium will not be enacted, let's assume that standardized testing will continue to be an aspect of public education. At this point there seems to be a dichotomy of possible approaches. First, we could play ostrich and hope we won't have to deal with testing in any way. Or, we could assume that it just might be possible to change things if we had better understandings of tests and the rules of good practice. If you're with us thus far, we are assuming you have taken a position closer to the latter pole than the former.

Selection and Administration

It should be obvious that the place to start with test selection is the test manual and specimen set, yet I wonder how many really do this? What type of questions should you be dealing with as you search the manual? Well, since not all of us have great feelings of competence with statistics, perhaps the easiest place to start is with the description of the norm group and/or the standardization sample. To the extent that you can at least infer representativeness for the type of students you are working with, there has probably been some attempt to deal with cultural and ethnic bias. The next area of inspection could be the items themselves. If you can affirm that the items represent the content of the education that your students have been exposed to, then this should indicate additional potential utility. If you can further determine that scores are reported in bands of some form, which go beyond paying mere lip service to the error of measurement, this should be seen as another plus. Other aspects to check might be the length of time required at any one sitting and the type of answer sheet required. If you can't say yes to the majority of the above questions, then you have at least found the beginnings of a rational approach to the process of review and remedy by presenting your information to those in decision making positions.

If you can accept some instrument(s) as being at least in the ball park of reasonableness, then you can begin thinking about the actual administration. In this area, one of the procedures which can be used to get a more accurate picture of true score is to prepare the students. Just telling them the day before, however, is not enough. Students should be taught, yes, taught, how to use and fill in the answer sheets. Some test companies, eg, SRA, are even suggesting this as appropriate for the lower grades. The suggestion offered here is that this is appropriate for all grades. If students can begin to feel some level of initial competency their restrictive anxiety levels should be reduced. The actual administration can be in any form that doesn't depart from the proscribed standardization; the most comfortable situation for the student should be sought. One final suggestion regarding the administration of tests seems appropriate. The person observing the process of student test taking is in a position to make notes of any irregularities or unusual circumstances which occur during the testing period.

These notes should be utilized during the process of interpretation (see point 3 in process) to assist student, parent or others understanding of the meaning of any given score.

Two final thoughts before moving into the area of interpretation. Standardized tests are constructed with the purpose of differentiating, as are teacher made tests, those who know from those who don't. But, whereas classroom tests are put together with a specific group of students and content in mind, standardized tests are constructed with a general or typical type of student and content in mind. Further, a basic fact of the differentiation and its relationship back to the "normal" distribution is that all students or groups of students can't score above the mean, which often seems to be the expectation. The second, and perhaps more important point is that test results are but a single momentary aspect of student assessment. As such, test data should never be the only means of student evaluation.

Test Interpretation

If one of the primary uses of tests is related to providing guidance services for students, then let's hope that most of us can see great value in test interpretation. Too often a test battery is administered without any thought being given to giving students the results.

With disadvantaged students, who have been the "victims" of standardized testing, it is even more important that they have a thorough understanding of the test results. Every effort should be exerted to assure that this group of students is comfortable with the testing situation. This effort begins prior to the administration of the test and is kept in mind through the interpretation of the results. It is the interpretation of the results that this section will attend to.

In a discussion of test interpretation we are looking at a process that can be used with an individual or group and may be used with students as well as parents, teachers, or other persons interested in learning the performance of an individual on a test. Much of what will be discussed in this section can be found in Kirby, et. al. (1973).

One of the most important steps in the process is involving the students in describing the test and deciding what it measures. The student himself should decide the appropriateness of the data to the questions he would like answered. The process involves having the student estimate his test score prior to learning his actual score. Students are usually very accurate in predicting their scores, however any discrepancy between the student's self-estimate and his actual scores usually stimulates discussion. This gives the teacher or counselor the opportunity to clarify the information and prevent any misunderstanding. Let us now take a closer look at the steps involved in the process:

1. Establish rapport. Since the reason for the session is to give the student information about his test scores, don't use the beginning of the test for non-relevant things such as the dance on Friday night. A simple statement declaring what the session is for is sufficient.

2. Talk about the test itself. Help the student remember what the test was like. Show them the test booklet and sample test items.

3. Ask the students how they felt the day they took the test. The physical and mental state is important. If something happened that would cause you to doubt the validity of the test (for example, illness or something that might have caused an emotional strain) then data should be interpreted with that reservation in mind.

4. Ask the students why they think this particular test was chosen, or why they chose this particular test (if requested by the student).

5. Explain the normal distribution.

6. Explain average, low and high performance.

7. Explain the error in scores. Ask the students how they would score if they took the same test again today.

8. Discuss the use of bands for interpreting test scores. Explain that on successive testing score would vary somewhat. Thus we can use bands for reporting test data and we can be 95 percent confident that the score would fall within this band.

The remainder of the process involves giving the students a self-estimate form and asking them where he thinks he scored on each variable for the test. The self-estimate form should provide the name of the test, a definition of each variable measured, and the normal distribution. After the student has completed the self-estimates give him a form with his results reported in bands. Give the student an opportunity to compare their estimated scores with their actual scores.

As stated earlier, students are usually extremely accurate in their self-estimates of test scores. When the self-estimate and true scores vary greatly there are usually two reasons. Either the student did not understand the definition of the variable or the scoring and reporting of the band was wrong.

It is hoped that this process will be useful to counselors in working with students, teachers, and parents. It is suggested that this procedure be role-played with an associate prior to using it in an actual test interpretation.

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STRATEGIES FOR CURRICULUM DEVELOPMENT AND TEACHING THE DISADVANTAGED

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INTRODUCTION

The initiation of a program for students who are disadvantaged to assist them with career development carries with it an immediate problem. Where does one begin? The beginnings of the program must center around an organized, systematic approach to the instructional content, or the development of the curriculum. To specify the curricular content in an instructional unit in career development poses several problems. What should be included in that content? What stage are the students in the career development process? What teaching strategies and techniques are effective with the clientele?

BASICS OF CURRICULUM DEVELOPMENT

A succinct synopsis of a process of curriculum development would involve several imperative steps. One would necessarily need to begin by determining the performance required. In short, it is necessary to determine what the student must know about the particular instructional area. This can be achieved by a thorough understanding of the career development process and augmented by a close working relationship with and understanding of the individuals involved.

Specifying the objectives of the program units of instruction and lesson plans would be the second step in the procedure. This would enumerate for the teacher and the student the specific tasks the student must master, and to what level of proficiency, in order to achieve the objectives. One might approach the problem from a three pronged approach. The first would be the general purposes (goals) of the instruction on career development; the second the terminal objectives the student is to perform to illustrate his learning; and thirdly, the enabling objectives which would describe the knowledge, skills and attitudinal behaviors that must be acquired to achieve the terminal behavior.

The content of the instruction on career development is then based on the objectives. The basic tenet here is that the school and teachers must know what to teach before it can realistically determine how to teach. The content must then be organized into a logical, systematic and sequential arrangement for instructional purposes. Research is ongoing that constantly attempts to evaluate the consequences of numerous methods, ways or techniques for content organization. Suffice it to note that the personal observations of the teacher as to what works for her/him is of utmost benefit in formulating a decision.

The curriculum planner would then use the arranged sequences of objectives to plan for units (modules) of instruction. These would be further synthesized into lesson plans. The lesson plans, as developed, should provide for the learning of new and abstract material in a work-relevant context. This implies that disadvantaged students must investigate careers from an activity, "hands-on" oriented approach.

INTEGRATION OF CAREER DEVELOPMENT THEORY

Tiedeman, Super, Holland, Roe, Hoppock and Ginzberg, among others; have proposed theories of the career development or decision-making process. Whichever theorist one emulates, the individual is the decision-maker in the process. The choosing of an occupation is a developmental process for the individual. The teacher or counselor can be a facilitator by supplying the needed information for the student to use in making wise and logical career decisions. Interests, abilities, experiences, needs, aptitudes, personality, self-concept and self-actualization can all play a major role in the decision of the student. To make realistic decisions the students need accurate and realistic information. This can be achieved through effective counseling, individual and group; and through appropriate career development instruction. The aspiration level of disadvantaged students is often low because of past unsuccessful experiences. It has been illustrated that the aspiration level can be increased.

Again, the individualization of the curriculum becomes of primal concern as a determiner of its overall effectiveness in assisting with career development. The teacher can help the student accept himself by showing a genuine interest in him, by working closely with others who have contact with the student, by helping him become involved in group activities such as an appropriate vocational youth organization, by encouraging the student to become involved in community activities, and by encouraging others in the school and community to show an interest in the student.

To make realistic occupational choices the student must make an adjustment between self-concept and the reality of the occupation.

CURRICULUM APPROACH TO CAREERS

Early career choices are often fantasy choices, choices made by the students without knowledge of themselves or the reality of work. Tentative choices are made when students study themselves and their possible future occupations. A realistic occupational choice results in one of the most consequential roles of a person's life. It relegates or stabilizes the person into an opinion of himself and his position in the community. Therefore, the decisions whether tentative or realistic must be based upon adequate information. It behooves the teachers and counselors to provide this information in an interesting and exciting manner.

The curriculum development program should be designed to increase the awareness of the students of career opportunities, their own abilities, interests and other characteristics. This should be integrated with the careers involved and the decision-making process leading to the choice of a career.

Students should be able to identify the occupational clusters available in the appropriate vocational area, locate the specific occupations that might match their characteristics and interests within these clusters, identify the specific occupational requirements for these occupations, evaluate their own strengths and weaknesses in relation to these occupations, and identify the means of employment in these occupations such as cooperative programs, federal and state employment services and other personal actions to secure employment.

CRUCIAL CAREER DEVELOPMENT CURRICULUM CRITERIA

Research has shown that the effectiveness of the program for disadvantaged students is in part contingent upon such criteria as:

1. Adequate facilities, equipment and supplies;

2. Public involvement;

3. Emphasis on basic education and skill training;

4. Qualified teachers;

5. Broad course offerings;
6. Specific criteria for student selection;
7. Close coordination of administration, counseling and instruction;
8. Written plans, objectives and course outlines; and
9. Systematic evaluation and follow-up.

All of these factors are important considerations for the career development segment of the instructional program.

Other program guidelines that fringe upon the curriculum development efforts are to:

1. Provide meaningful learning experiences;
2. Provide greater variety and techniques to actively involve the students;
3. Encourage greater student responsibility;
4. Create a positive attitude toward learning;
5. Meet the needs of individual students;
6. Provide for student participation and interaction;
7. Give students opportunities to express themselves verbally and to analyze situations and careers of interest to them;
8. Attempt to teach students socially acceptable behavior and to develop wholesome attitudes that are necessary in our complex society;
9. Improve parent-teacher relationships; and
10. Make course and curriculum content current and relevant.

All are contributing factors that will determine whether one would summatively conclude that the curriculum development efforts were effective.

STRATEGY OF TEACHING

Once the curriculum is developed, the next important phase is the teaching-learning process. A well developed and planned curriculum is wonderful, but unless the strategy of teaching is effective, then all previous efforts will be wasted.

For the purpose of this paper, the strategy of teaching involves all of the activities and events that a teacher employs to reach the predetermined objectives of an instructional unit. When one considers this point of view, the teacher, himself or herself, cannot be divorced from any discussion pertaining to this topic. To examine the strategy of teaching further, two components will be singled out for in-depth discussion. One component will focus on the teacher, and the second component will deal with the teaching process.

THE TEACHER

According to a study conducted by Meyer, there are certain characteristics possessed by teachers who have been determined to be effective in teaching the disadvantaged. A summary of these characteristics is discussed in the following paragraphs.

Ability to Relate to the Disadvantaged

Under this heading, four major areas were identified.

INSIGHT - The teachers possessed a sound understanding of the psychological and sociological factors affecting the behavior of the disadvantaged.

STUDENT ORIENTED APPROACH - The teachers approach his/her classes through the involvement of students and relied heavily upon individualized instruction.

CRITICAL SELF EVALUATION AND PERSONAL FLEXIBILITY - The teachers were able to distinguish between the possible answers to this question, "Are the disadvantaged incapable, or are we incapable of reaching the disadvantaged?" The teachers were able to analyze their teaching and themselves in order to identify areas needing improvement.

COUNSELING AND LISTENING - The teachers were sympathetic listeners and were able to point out possible alternative solutions to problems identified by the disadvantaged.

Ability to Teach the Disadvantaged

Three major points were identified under this area.

FLEXIBILITY AND CREATIVITY - The teachers utilized techniques which were different to what the students had experienced earlier and the teachers were also able to change the teaching approach if the situation called for a change.

PERSONAL DYNAMISM - The teachers were enthusiastic, dynamic, active, interested, and concerned.

EFFORT AND INVOLVEMENT - The teachers not only became emotionally and physically involved with the students during school hours, but also became involved in community activities.

Develop a Healthy Attitude Towards the Student

The points made under this area concerned the teachers' beliefs in the value of the program, the lack of prejudice, not stereotyping students, and not projecting an air of superiority over the students.

THE TEACHING PROCESS

Again, we could point out the situation that a desirable curriculum can be developed, the teacher can possess desirable teacher characteristics, but unless the teaching approach is suitable, then all of the previous efforts will be wasted. This implies that the selection of appropriate teaching techniques and aids are vitally important to the successful teaching of the disadvantaged.

Any model, specimen, transparency, or other aid that can assist the disadvantaged in seeing, feeling, tasting, smelling, or hearing the instructional topic under presentation should be used by the teacher to supplement teaching techniques. In developing the student's awareness of careers, then objects or products should be identified that are associated with that career and obtained for use within the school setting. For example, the use of a wig when covering cosmetology careers, use of a "Big Mac" when talking about careers in food distribution, use of a two-year old boy and girl when covering child care, and many other examples could be listed.

The point is that if you are going to explore a career, have something in the classroom or laboratory that the disadvantaged can see, touch, smell, taste, and/or hear.

The particular teaching technique that may be used by a teacher in teaching the disadvantaged will certainly vary due to many factors. Regardless of all these factors combined, lecture or any technique that requires a student to sit passively should be avoided. These are the techniques that the disadvantaged have detested all through their educational careers.

Teaching techniques that actively involve students are desirable. Interaction is healthy, and the more opportunity a teacher can provide for student input through verbal or symbolic methods, the more opportunity a student has for success. Some of the teaching techniques that would be more desirable for use with the disadvantaged are briefly discussed.

Demonstration - permits the student to see operations involved in occupations.

Experiment - permits the student to undergo "hands on" experience associated with different occupations.

Supervised Study - permits the student to proceed at his own pace in exploring different aspects of occupations.

Game - permits a fun type atmosphere to cover topics that are usually more academically taught.

Field Trip - permits the students to leave the school environment and see first hand occupations found in the community.

Resource People - permits the exposure of students to people who hold jobs being studied.

Individualized Instruction - permits a one-to-one basis for the teacher and student to explore careers of particular interest to that individual.

In summary, no one technique is the best and the teacher should plan to vary his/her approach from day to day.

CONCLUSION

The entire process for the development of a curriculum and the selection of teaching techniques when working with the disadvantaged must be interrelated. Neither can be approached separately, nor can either be restricted by the other. The major point to be considered is the development of that student, who finds himself or herself in a class for the disadvantaged.

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PROGRAMS FOR THE DISADVANTAGED RESULTING FROM THE VIRGINIA STANDARDS OF QUALITY

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I am delighted to have this opportunity to share with you information, ideas, and concerns about programs designed to serve the disadvantaged in vocational education. I have selected to focus my remarks in this manner:

(a) Talk about the Standards of Quality and Objectives and the Action Program for achieving certain measureable objectives for Public Education in Virginia as it relates to the population of the disadvantaged in vocational education;

(b) how we determine who are disadvantaged, and the services that should be provided;

(c) what we have done for the disadvantaged through special activities, what we are doing now, what are we planning to do and,

(d) the concerns we have for serving this population.

The Standards of Quality for the 1974-76 biennium were adopted by the Board of Education on July 20, 1973 and enacted, with some revisions, by the 1974 General Assembly. The nine standards represent a consolidation, refinement and upgrading of the standards that were in effect for the 1972-74 biennium. These standards support the broad goals of Virginia's public school improvement begun on a statewide basis in 1972. However, the standards did not single out specific groups to be served. Standards Number 4 and 8 relate specifically to vocational education. Standard Number 4 reads, "Each school division shall provide vocational education for all students planning to enter the world of work or make progress acceptable to the Board of Education toward achieving the plan submitted to the Board of Education on June 30, 1973." Standard Number 8 says, "Each school division shall involve the staff and community in revising and extending annually the five-year school improvement plan to be submitted to and approved by the Board of Education on July 1, 1974." This plan shall include:

(a) The objectives of the school division stated in terms of student performance;

(b) An assessment of the extent to which the objectives are being achieved, including follow-up studies of former students; and,

(c) Strategies for achieving the objectives of the school division, including an organized program for staff improvement.

The objectives for the 1974-76 biennium represent a revision of current objectives and the addition of several new items. The objectives that would help meet the needs of the disadvantaged are Objectives 2 and 3. Objective 2 says, "By June 1976, at least ninety percent of high school graduates not continuing formal education should have a job entry skill." Objective 3 says, "By June 1976, at least 80 percent of the 1972 ninth grade enrollment should graduate from high school." Objectives are not meaningful until they have been translated into action. Thus the Department developed an Action Program for achieving certain objectives. The overall strategy for achieving objective number 2 is: "All pupils not planning to continue formal study after graduation will receive guidance to help them choose career objectives and select a program from one of the broad vocational areas, including new intensified vocational programs for seniors who have decided not to pursue further formal education after graduation.

The overall strategy for dealing with objective number 3 is, "Instructional and guidance programs will be modified and/or instituted to provide realistic learning opportunities for students in grades 8-12 who are potential dropouts or who are failing or are likely to fail their school work." Now, some sub-strategies most appropriate which school divisions may do are: (1) Division superintendents should insure that all secondary schools are providing an orientation program for all students received from feeder schools. (2) Principals of schools having one or more of grades 8-12 should complete lists of students in grades 8-12 who are overaged, are chronic absentees, or who are failing. (3) Secondary school principals--in cooperation with supervisors, faculty, and other appropriate personnel--should provide supervisory and other supportive services, as an item of high priority, for teachers of students who are overage, are chronic absentees, or who are failing. (4) Teachers of secondary school students who are overaged, are chronic absentees, or who are failing should place special emphasis in their classroom instruction on humanizing instruction, individualizing instruction, using appropriate instructional materials and other resources, organizing learning activities to achieve specific objectives, providing favorable psychological environment for learning, and evaluating pupil progress. (5) Secondary school principals, with their staffs, should complete a study of the effectiveness of methods of evaluating student progress and school programs as they relate to students who are overaged, are chronic absentees, or who are failing and should use the results to provide more effective programs and activities for these students.

Now that I have selected the standard objectives which are mandated with certain suggested strategies, and we know what we must do, let us turn to the characteristics of those students who are described disadvantaged. According to the State Plan for Vocational Education, persons designated as disadvantaged may have two or more of the following: (a) personality, home or emotional problems; (b) members of families with low incomes; (c) low or under-achiever; (d) behind one or more grades; (e) disinterested in school, possibly irregular in attendance; (f) lack personal goals and/or sense of purpose; (g) cultural or linguistic isolation and; (h) normal or above in potential ability, but failing to achieve for some reason.

Some of the services that may be provided for students with the characteristics just mentioned are: (a) specially designed instructional programs; (b) orientation and exploration programs; (c) remedial instruction in reading, communications, and computational skills; (d) guidance and counseling; (e) employability skill training; (f) communication skills training; (g) diagnostic services; (h) special educational equipment, services and devices.

Vocational education in Virginia has been available for students who have interests, abilities and can benefit from the programs. The Vocational Act of 1963 made provisions to serve groups of students which included the disadvantaged. It called for an evaluation after a five-year period. As a result of this evaluation, the Amendments of 1968 included a section authorizing additional federal funds to be used for the disadvantaged in areas having a high concentration of youth unemployment and a dropout rate that exceeds the state's average.

The Vocational Education Division helps meet needs of the disadvantaged through assisting local school divisions in developing, implementing, and supervising programs. School divisions in areas where the dropout rate exceeds the state's total are contacted and made aware of the availability of funds. We make available copies of specially designed programs to generate additional ideas and give information as to the kinds of activities helpful in meeting the needs of disadvantaged students.

The Vocational Education Act supports and has expanded the opportunities for serving the disadvantaged. Disadvantaged students were always a part of our regular programs, but now through special funding, specially designed occupational preparation programs have been in operation since 1970. Such programs have been funded with Part B set-a-side funds for the disadvantaged. Section 102b funding is used for programs in areas of the state with a high concentration of youth unemployment and a dropout rate that exceeds the state's average. Special cooperative programs are supported with Part G funds. Priority funding for these programs are given to school divisions with a dropout rate that exceeds the state's average. In the school divisions where these programs are in operation, there was not a cooperative program in which these students could be enrolled. The Work Study Program which is supported by Part H of VEA provides additional opportunities for disadvantaged students. This program provides some financial assistance for those students enrolled in vocational education programs who are in need of earnings to stay in school and complete their vocational programs.

Just as Standard Number 8 requires school divisions to have a Five-Year Improvement Plan, so does the Division of Vocational Education have a Five-Year Improvement Plan. The programs which we now have on-going which I have just briefly mentioned will continue. The Improvement Plan includes two additional activities requiring a considerable portion of time, attention, and resources. These activities or strategies are as follows: (1) Local school divisions will be made aware of the contribution that work study programs can make toward helping students develop job entry skills. An intensive effort will be made to expand the number of programs so that many more students will be served. (2) A model occupational preparation program for students who may leave school prior to graduation will be established in a school division in each of the seven areas constituting the Superintendent's Advisory Committee and the information disseminated to all school divisions.

At this point, I should like to mention some concerns, (1) The mushrooming of enrollments and programs has intensified the need to safeguard the quality of vocational education, so that students will not be cheated with inadequate, obsolete or inferior preparation. (2) Less than adequate utilization of the Work Study Program has been made in Virginia. Currently less than one-half of the 135 school divisions in Virginia participate in the Work Study Program, Part H of VEA. (3) Another concern is that the state's dropout average is increasing rather than decreasing. Last year more than 21,000 students dropped out of schools in Virginia. My concern is, who is helping these students drop out? Who helped them before they dropped out, and who is helping them since they have dropped out? What is the role Vocational Education is playing and should be playing?

Recently, I came across a poem that sums up best what education--vocational education--is all about.

WHITHER

by

Leonard Schmidt

He isn't sure of where to go
Or what he ought to do
His hopes range through a dozen fields,
Although his skills are few;
And unless someone lends a hand
To guide him on his way
There may be one more problem child
Whose keep we all must pay.

So why not take a little time
To sit down with him now
And find out what he likes to do
And where he lives, and how?
For there's a place for everyone
Plus a job that he can do
If a friend would only show the way
That friend might well be you.

JOB PLACEMENT SERVICES FOR THE DISADVANTAGED

Professor Lucy Crawford
Dr. Carl McDaniels
Virginia Tech

The National Advisory Council and the Virginia Advisory Council on Vocational Education have repeatedly expressed concern about the need for education to assume responsibility for assisting students to enter and advance in the world of work. These groups of interested and knowledgeable lay citizens believe, as do many educators, that schools should give the same emphasis to placing students in jobs as they now give to placing students in colleges of their choice.

Objectives

In order to design a plan that will provide a systematic, effective job placement capability that will serve all students in a secondary school it is necessary to examine the objectives of a school placement service. In Virginia we now have pilot Placement Services in nine secondary schools. The objectives of these Placement Services are: (1) placement of graduates in full-time or part-time jobs; (2) placement of dropouts; (3) placement of students in part-time jobs; (4) coordination of pre-placement training for high school students and graduates seeking employment; (5) advising students of occupational opportunities available through continuing education; (6) administration; and (7) public relations.

ORGANIZATION OF A SCHOOL PLACEMENT SERVICE

To accomplish the objectives of a placement service each secondary school must determine the organization that will best serve the needs of that school. The size of the high school, the availability of part-time as well as full-time jobs, and the nature and scope of vocational offerings in the school are determining factors to consider when deciding upon the organization of the Placement Service. In a small school it may be advisable to allocate a portion of time of a qualified vocational educator to serve as the Placement Director. In this instance, part-time clerical assistance would be adequate. On the other hand, in a large high school a full-time placement service director and a full-time secretary will be needed. In some schools additional full-time or part-time personnel may be required in order to accomplish the objectives that those schools have set for their Placement Service operation. Regardless of the size of the operation, the duties of the placement director and the secretary will necessarily be the same if the objectives deemed essential for all placement services are to be achieved.

PERSONNEL

The Placement Director

The success of a Placement Service in a secondary school depends in large measure on the way in which the Placement Service Director carries out the responsibilities of his job. The Placement Service Director will work with personnel in business and industry; with students and parents; with guidance personnel; with vocational educators, particularly teacher-coordinators; and with various advisory groups. It is therefore essential that the Placement Service Director have the personal and professional qualifications that will make it possible for him to succeed in this important assignment.

Personal Characteristics. The Placement Service Director should be a mature individual with the recognized ability to work well with both young people and adults. He must be able to command the respect and confidence of employers and other business and professional leaders in the community. He should be able to plan and conduct the activities of his office with little supervision.

Professional Qualifications. The Director of the School Placement Service should be knowledgeable about vocational education and about guidance. It is essential for him to have the amount, the variety, and the quality of occupational experience that will make it possible for him to analyze the needs of business and industry. He should have demonstrated competency in both oral and written communications.

In addition to the regular job placement services available to all students in secondary school, there are several special supportive areas which need to be provided:

1. Special Help in Skill Development

Well defined placement programs are part of a long term career development effort for students on the part of the schools. In this way early attempts must be made well before graduation (8-9-10 grades) to make sure every opportunity is provided to develop marketable skills through vocational education programs. Placement services can do very little if the student does not have a skill. If there has been no preparation, then special help should be provided to assist the student to: (1) get into appropriate short or long term training programs, public or private; (2) apprenticeship; (3) work with continuing educational opportunities; (4) military service with an assured training opportunity, (5) a variety of work-study locations, or (6) on-the-job training locations.

2. Special Help in Utilizing Available Resources

Oftentimes disadvantaged persons do not take full advantage of available services. In this case adequate placement programs reach out to seek all students who need assistance. This is the reverse of the usual "job finding" activity of placement services referred to as "people finding"--the process of seeking out individuals who may need placement service help, but for whatever reasons do not seek it out. This may involve some special visits to homerooms, classes, lunchrooms, etc., to seek people out. The second step is to provide some additional supportive services to aid them in the job search process through classes, workshops, short courses, etc.

3. Special Help in Follow Through

In some, but not all, cases special help is needed by disadvantaged persons in developing what is usually referred to as adaptive skills. In the job search process this is most noticeable in such matters as promptness, attire, setting up appointments in advance, preparation for the interview, following through on suggestions growing out of the interview, etc. These are skills and they can be taught by able placement personnel in individual and group settings.

4. Special Help in Job Keeping

Adequate placement services emphasize not only job getting, but job keeping. Special assistance for the disadvantaged may be useful in understanding the initial process of a new job including what to expect on the first day. In addition, the vital importance of establishing a good employment record needs to be stressed with all persons utilizing the job placement services.

A description of the 15 steps to career development included in the Job Search Pyramid follows:

THE JOB SEARCH PYRAMID

15 Steps to Career Development

PHASE ONE
PLANNING

1. Decide What You Want To Do
2. Explore Available Training Options
3. Check Employment Alternatives
4. Check Federal and Local Resources
5. Obtain 3-5 References

PHASE TWO
PREPARING

6. Practice Filling Out Applications
7. Write Up Resume
8. Prepare Basic Letter of Application
9. Practice Job Interviews

PHASE THREE
ACTING

10. Register With Job Finding Services
11. Research Prospective Employers
12. Make Appointments for Interviews

PHASE FOUR
MEASURING

13. Take Employment Interviews
14. Take Necessary Employment Tests

PHASE FIVE
FINALIZING

15. Accept or Decline Job Offer

Chart on Job Search Pyramid available from
Garrett Park Press, Garrett Park, Md. 20766
By: Carl McDaniels and Cathy Simutus, 1974

CAREER DEVELOPMENT PROGRAMS IN VIRGINIA

CAREER DEVELOPMENT FOR THE RURAL DISADVANTAGED IN THE COMMUNITY COLLEGE

Mr. Eric J. Hummel
Southside Virginia Community College

INTRODUCTION

Precious little has been written about career development in rural settings. In many rural environments pride allows labels of cultural or economic disadvantage to be ignored, but deprivation of career exploration opportunities is a reality that students in our community college continually experience. In a questionnaire filled out by entering Southside Virginia Community College students over 70 per cent express a need for more exposure to career alternatives. Because our area population has a low educational average and income level, the need for a comprehensive life/career development plan was justified.

At Southside Virginia Community College career and life decisions are not considered separately but as an integrated sequential process involving one's goals, values and plans. Our counselors are doing more than providing assistance with initial curriculum selections, suggesting books on vocational opportunities and signing withdrawal from college forms. They are involved in a career development program that is emerging at different levels with varied approaches of presentation.

THE PRESENT CAREER PROGRAM

The student's initial exposure to the life career development program comes when he/she participates in Orientation. Orientation deals with many of the typical college adjustment objectives, but differs in that students take the course according to their program level.

Sessions with career development and a session of introduction to Psychology 120 (Experiences in Personal Growth) are included in each quarter's Orientation course. What this means is that we take advantage of our small size and provide different emphasis according to a student's program level.

Certificate students who matriculate in the shortest time and are more vocationally committed will learn skills in resume writing, interviewing and finding job information. Associate in Applied Science (AAS) and Associate in Arts (AS) students will have an increasingly more introspective glance at life career development with emphasis on increasing knowledge of self and goals and expanding career exploration behaviors. Also, all groups have an introduction to what Psychology 120 is all about, so they can determine whether it could be beneficial to them in a succeeding quarter.

The second exposure may come in the form of curriculum offerings. Psychology 128 (Human Relations) and Psychology 120 (Experiences in Personal Growth) provide courses with different emphasis yet a commonality of ultimate goals.

Psychology 128 is concerned with the application of psychology to problems in industry and private life. With a didactic approach, it deals with life career development through topics such as improving one's personal efficiency, interpersonal relations and leadership capabilities.

Psychology 120 makes use of the Life Career Development System (LCDS) as developed by Dr. Gary Walz of the University of Michigan, ERIC/CAPS Center. The LCDS builds upon the principle that career exploration is the development of the total individual and encompasses education, occupation and leisure time. Within a group of ten to fifteen students, nine sequential modules, employing a process of orientation, experience, personalization and behavioral try out, form the basis of the systematized approach. The modules include: (1) exploring self (2) determining values (3) setting goals (4) expanding options (5) overcoming barriers (6) using information (7) working effectively (8) thinking futuristically and (9) selecting mates.

Students keep journals as they move through the modules to provide a continuous record of personal experiences, reactions and insights. Emphasis in the journals is on recognizing skills, competencies, attitudes and behaviors that are transferable to situations outside the immediate setting.

A peer facilitator is an active member of small groups. Acting as a model in some instances and as an active listener, the experience has produced interest in establishing peer advisors for incoming students.

Through close work with faculty advisors people are identified as most likely to find the course helpful if they have no idea of a career direction, are questioning their present curriculum choice or may be able to benefit from exposure to value clarification and decision making exercises in a small group setting.

For those who will not benefit from such course offerings or who are in need of even more support, individual career exploration with a counselor will always be available. To supplement the exploration, a Career Information Center will be instituted which will contain career directories and briefs, college catalogs, a cassette library of interviews with people in various businesses, the latest job ads and current articles on job trends. The Information Center will be an integral part of all the career development program for it will complement and supplement all the other facets.

Besides the Placement Office and Career Night Programs, the college has developed a one year certificate program entitled Cooperative Career Development aimed at making employable those who otherwise might be vocationally doomed due to lack of education or skills.

Another facet of the overall program is the attention placed on mid-life career changes and leisure time experiences. Communities within the area are well publicized to appeal to changing interests and the number of people involving themselves in such programs are increasing every quarter.

FUTURE DIMENSIONS

Now that a beginning has been made a total institutional involvement in life career development is needed. Realizing that every subject taught relates to the world of work, our instructional programs are inserting career information in many of their course offerings. Several occupational-technical curricula already have excellent career involvement in their courses. In cooperation with the counselors, all academic programs will move in this direction.

Because career development can not happen in just one setting, close contact with area high schools has provided discussion about being able to share materials and extending career programs within the schools. The community college, being an institution to serve the needs of the community, can move out of its own building into the factories, homes and high school classrooms and assist in building a community based comprehensive life career program.

MANPOWER PROGRAMS FOR THE DISADVANTAGED

Mr. Lee Garrett
Virginia State Department of Education
Mr. Sam Rhymer
Washington County Manpower Center

On December 28, 1973, President Nixon signed into law the "Comprehensive Employment and Training Act of 1973," signifying the culmination of several years of attempts by Congress to enact comprehensive manpower reform legislation. As stated in the Act, the purpose of CETA is to provide job training and employment opportunities for economically disadvantaged, unemployed, and underemployed persons and to assure that training and other services lead to maximum employment opportunities and enhance self-sufficiency by establishing a flexible and decentralized system of federal, state and local programs.

CETA, which is administered by the Secretary of Labor, became effective July 1, 1974.

A brief description of each Title of the Act follows:

Title I: Comprehensive Manpower Service

This title provides for the establishment of State and local prime sponsorship and the planning and operation of manpower training programs by these prime sponsors.

The Governor, is prime sponsor for the Balance-of-State, which includes seventy-seven counties and the cities therein.

The following are eligible to apply for prime sponsorship of a comprehensive manpower program:

1. State.
2. Cities and counties with a population of 100,000 or more.
3. Any combination of units of general local government which includes at least one city or county eligible under number two above.

4. A unit or consortium of units of local government, without regard to population, which in exceptional circumstances is determined by the Secretary of Labor to

    a. serve a substantial portion of a labor market area or be a rural area with high unemployment, and

    b. have the capacity to operate programs as effectively as the State and have a special need for services.

5. A limited number of existing Concentrated Employment Program (CEP) grantees serving rural areas.

The Governor receives funds under Section 103 (e) of the Act to provide special Statewide services. CETA allows that these funds may be used for such things as additional employment and training services of State agencies, special programs for rural areas, development of labor market information, the provision of technical assistance to prime sponsors, and model employment and training programs.

Funds are also provided to the Governor in Section 103 (c) of the Act to be used through the State Board of Vocational Education to provide needed vocational education and services in all prime sponsor areas.

Title II: Public Employment Programs

This title provides funds for creating jobs in the public sector. Eligible applicants for such funds are prime sponsors qualified under Title I, or Indian tribes on Federal or State reservations, which include areas of substantial unemployment.

An area of substantial unemployment must have had an unemployment rate equal to or in excess of 6.5% for three consecutive months. There is a provision in the Act for a program agent for the Public Employment Program. A program agent would have administrative responsibility for a public employment program within a prime sponsor area if it were a jurisdiction or consortium of jurisdictions with a population of 50,000 or more but less than 100,000, and contained an area of substantial unemployment.

Persons eligible to participate in this program must be unemployed or underemployed persons, as defined for Title II, who reside in the area of unemployment.

Title III: Special Federal Responsibilities

Funds under this title may be used by the Secretary of Labor to provide additional manpower services to segments of the population in need of such services. Such segments include youths, offenders, persons of limited English-speaking ability, and older workers.

Special funds are provided for Indian manpower programs, migrant and seasonal farmworker manpower programs, and youth programs.

Under this title, the Secretary of Labor shall develop a comprehensive labor market information system at the national, State and local levels, conduct research, evaluation programs, and maintain a job bank.

Title IV: Job Corps

Title IV establishes the Job Corps as a national program under the Act, sets forth the selection procedure for enrollees, and authorizes the establishment of residential and non-residential Job Corps Centers.

Title V: National Commission for Manpower Policy

The National Commission for Manpower Policy is to be composed of the Secretaries of Labor, HEW, Defense, Commerce, the Administrator of the Veterans' Affairs, and representatives of education, labor, industry, and commerce, State and local elected officials involved with manpower programs, persons served by manpower programs, and the general public. The commission is appointed by the President.

The functions of the Commission are to identify manpower goals and needs of the nation, conduct hearings, research, and studies necessary to formulate recommendations about the employment and training programs and planning system, and to evaluate the effectiveness of CETA.

Other Manpower Programs In Virginia Are As Follows:

- MDTA Institutional
- MDTA/RAR (Redevelopment Area Residents Training)
- On-The-Job Training (OJT)
- Job Corps
- Employment Service
- Adult Basic Education
- Vocational Rehabilitation
- Vocational Education Program

Governor's Summer Youth Program
Model Cities
Operation MEDIHC
WIN
Rehabilitation for the Blind
NYC/Out-of-school
NYC/Summer and In-school
Operation Mainstream
CEP
BAT/Apprenticeship Training
Public Service Careers
Prime Sponsor
Project Transition
OICs (Opportunities Industrialization Centers)
Comprehensive Planning Assistance
EDA Program
Low Rent Public Housing
Rural Development Committees
Comprehensive Health Planning
CAA (Community Action Agencies)
CAMPS (Cooperative Area Manpower Planning System)
CETA (Comprehensive Employment & Training Act of 1973)
Balance-of-State

SPECIAL PROGRAMS FOR THE DISADVANTAGED
(Hopewell Occupational Work Center)

Ms. Helen Cleere
Hopewell, Virginia

The Hopewell Occupational Work Center is an exemplary program presenting the world of work through occupational training to students whose needs or interests are not being met in the regular academic program. The program was first funded in 1970 through a Title III grant under E.S.E.A. for a three year period. Since September of 1973 the Center has been in operation with State and local funds in cooperation with the Division of Vocational Education as a "Special Program for Disadvantaged."

Program Objectives

The objectives of the program are:

1. To provide an academic and vocational program that will encourage the student with special needs (potential dropout), through his particular work interest, to develop competency to enter the world of work.
2. To promote the continuous growth of the individual toward his optimum capacity for leading a right and full life satisfying to himself and society.
3. To help individuals recognize and strive toward desirable standards of achievement.
4. To develop in the community a better understanding of our educational goals and to encourage the community to assist us in helping the students develop a salable skill.

Description of Community

Hopewell is located in a highly industrial area with five national, industrial firms operating plants in the City. Also, there are a large number of privately owned trades and business concerns that are in need of employees and also looking for boys to enter an apprenticeship training program each year.

We realize there are more unskilled competing for fewer jobs within their capabilities because the schools have failed to prepare them for today's world of work. We want to accept our responsibility as educators for insuring that these students are provided with learning experiences which will assist them in those skills, knowledges, and attitudes which will make it possible for them to become partially or totally self supporting.

Student Selection

This program was designed for the overaged, underachieving eighth and ninth grade students with average or above average potential. The students are identified by the school staffs (principal, teachers, guidance counselor), request from student and/or family, and invited to submit an application for admission to the program at the Occupational Work Center. These applications are screened along with information obtained from the school records by a committee and the parents and students are then notified of their acceptance. Each parent and potential student are then asked to meet with the guidance counselor or visiting teacher for a complete explanation of the program.

The Program

Once accepted, the students spend 1/2 day at the assigned school for related English, related Mathematics, and Physical Education. We felt this is most important for peer acceptance. They are then bussed to the Work Center for two and one half hours of occupational training in one of the following areas: Maintenance and Repair (carpentry, masonry, welding, and small motor repair skills); Occupational Home Economics (clothing service, food services and child care center aides); Occupational Business (typist, office machines, duplicating machines, stock clerks, file clerks); Occupational Health Services (hospital aides, home nursing services).

Not only are skills taught in these areas, the students also have training in grooming, job interviews, their responsibility to employers and what to expect from their employers, good health habits, types of jobs available in our area to these students and techniques for securing and holding a job.

This program is very flexible and, if a student finds he is not satisfied or motivated in a particular work area at the Center, he is allowed to switch to another area. However, we have had very few students request a change. Also, the staff strives hard to keep the atmosphere very relaxed and free from pressure.

Location and Staffing

The program is located in remodeled facilities at the Harry E. James School, Terminal Street, Hopewell, Virginia 23860. The staff consists of a principal, one secretary, and six teachers.

PREVOCATIONAL SCHOOL FOR THE DISADVANTAGED

Mr. James Lovell
Roanoke County Schools

During the school year 1970-71 Roanoke County Schools took a hard look at its dropout rate and found that the largest percent of students were dropping out between the 8th and 10th grades, that the boys were 2 to 1 over girls, that the students had normal or above potential but failing to achieve, they were one or two grades behind and had irregular school attendance. During the 1971-72 school year, a pilot program was instituted at the Roanoke County Educational Center in three vocational areas namely: carpentry, masonry, small engines and in one academic area: mathematics. Sixty 9th grade boys were selected from some 400 students who were identified from the entire county as being disadvantaged. The pilot program was adjudged a success after 56 of the students completed the program and were promoted to the 10th grade. During the school year 1972-73, the program was moved to Vinton in two abandoned school buildings. The curriculum was enlarged from 3 vocational offerings to 8 areas (4 in each school plus one mathematics class in each school) with an enrollment of 290 students, 10 teachers, and one teacher's aide. The program now offered classes in four out of the six vocational areas namely: Trade and Industrial Education, Distributive Education, Business Education and Home Economics Education. The students were transported to the prevocational school from all over the county. They would spend approximately two and one-half hours at the prevocational school receiving approximately two hours in their vocational area and one-half hour in mathematics 8th or 9th (math class sizes are limited to no more than 10 students so they may receive individual help). For the remainder of the day the students would be enrolled in academic classes (English, Social Studies, Science, and Physical Education) at their home schools thus still pursuing a high school diploma. The county schools were divided with 2 high schools and 2 junior high schools enrolling students in the morning and 3 high schools and 3 junior high schools enrolling students in the afternoon. During the school year 1973-74 one full time guidance counselor was employed. This year enrollment has grown to 323 students with the addition of one vocational class electricity/electronics, and one additional mathematics teacher. For the school year 1975-76 it is planned to add a Health Assistance program at the prevocational school which will accommodate an additional 32 to 36 students. Also during the 1975-76 school year, Industrial Arts Education will conduct a 2 hour block pilot program for 60 disadvantaged students at Northside Junior High School.

The prevocational School has much to offer the disadvantaged youth. Through concrete experiences, students who are not fully benefiting from the general curriculum can be provided with a practical, usable education. The very nature of vocational education courses appeals to the value orientations of disadvantaged youths based upon realities as they see them. When opportunities are provided for the disadvantaged learner to produce tangible products, he engages in activities consistent with his value system; and at the same time, he is helped to become emotionally and occupationally competent.

The program offered at the prevocational school differs from other vocational programs in the school division in that students attending this school have a poor self-image and a poor attitude toward life in general. One of the major objectives of the school is to change these students' attitudes through continual effort to make education student-oriented and relevant. By limiting the classes to 18 students, the teachers are able to provide the individual attention that these students need, and work for behavior modification through daily evaluation of student progress and constant effort directed toward improvement in attitudes, personal grooming, and peer relationships. Career preparation is also stressed to the student. He is offered the opportunity to explore six occupations in order to assist him in establishing a career objective. He is counseled as to his particular talents and assisted in making a choice as to the vocation he will pursue during his junior and senior years of high school. Since communication skills are vitally important in all vocational areas, each teacher strives to improve communication skills through daily use of reading, listening, and speaking techniques. In addition, the student is provided with a degree of occupational competency in each vocational area. Remedial instruction in math is offered to those students who show a weakness in this area. This program is directed to the interest of the student and is relevant to the vocation that he is training for. Special equipment such as filmstrip projectors, overhead projectors, record players, cassette recorders, head sets, movie projectors, and film-loop projectors are on hand to be used by the instructors in this program. All instructors are equipped with teaching materials directed toward students with low interest levels.

In order to acquaint the students with the working community, field trips are used extensively by all vocational teachers. This offers an excellent means for students to see actual jobs being performed. Field trips are selected according to the unit that is being taught. It can serve as either an introduction or a reinforcement of what is being taught.

Since a majority of the students are overage and cannot schedule driver education at their home schools, classroom drivers education is taught for 36 hours during the 1st semester and behind the wheel drivers education is offered during the second semester.

All instruction is offered with patience and understanding in order to assist the student in developing into a productive citizen.

The system for the selection of students who attend the schools for the disadvantaged begins at the home school of the student. Guidance counselors of each of the 10 participating schools, school psychologists, vocational rehabilitation counselors, probation officers, school health nurse, and the director of pupil personnel services are responsible for the identification of the students who are considered as disadvantaged. Using standardized achievement test scores, aptitude test scores, vocational interest surveys, grades, DAT scores, step and scat tests, state program of testing and assessment, attendance records, and psychologicals, a list of students is prepared. These students have come to the attention of one of the above personnel due to displaying two or more of the criteria for the educational disadvantaged. The list of these 8th, 9th, and 10th grade qualifying students is submitted to the placement committee: consisting of the supervisor of vocational education, supervisor of guidance, supervisor of secondary education, coordinator of prevocational education, one school psychologist, one visiting teacher, coordinator of health nurses and one prevocational school guidance counselor, in order of priority; that is, those students who display the greatest needs are placed first on the list. Written parental approval to attend the school is secured by the guidance counselor at the home school of the student. The guidance counselor at the home school present the list of qualifying students to the placement committee who determine the students to fill the vacancies at the prevocational school. The home schools are notified with a list of the students selected for enrollment.

As to this date, 25 seniors and 57 juniors from the prevocational school are enrolled at the Roanoke County Educational Center, 12 seniors and 10 juniors are enrolled in Distributive Education at their home schools, and 1 senior and 9 juniors are enrolled in the regular academic program back at their home schools.

We are at the present time undertaking the task of developing instruments in an attempt to evaluate the effectiveness of the disadvantaged program which is being explained in detail at another session of this workshop.

OFFICE SERVICES FOR THE DISADVANTAGED

Ms. Mary Barber
Virginia Beach Public Schools

I. Type of Program: Cooperative Education Program for Office Services II - III Occupations Block Program

II. Location: Princess Anne High School
Virginia Beach, Virginia

III. Persons Served:

Number:	10 Cooperative Office Ed.
Sex:	1 male 9 female
Age:	16-19
Grade:	11-12
Family Income:	$10,000 average
Handicaps:	10 disadvantaged
Location:	Suburban
Racial/ethnics:	10 white

IV. Instructional Content:
- Office Procedures and Practice
- Records Management
- Business Law
- Payroll Records
- Business Organization and Principles
- Office Machines
- Office Services II
  - Typist-Duplicator
  - Shipping-Receiving Clerk
  - File Clerk
  - Switchboard/Telephone Operator
  - Adding/Calculating Machine Operator
- Office Services III
  - Billing Clerk
  - Order/Invoice Clerk
  - Office Cashier
  - Receptionist
  - General Clerk

	Other Services Provided:	On-the-job visitation Individual Counseling Special related instruction Placement (part-time and permanent) Individualized Instructional Units
V.	Method of Instruction:	Cooperative Individualized and group instruction Simulations and integrated projects
VI.	Intensity of Program:	
	Time per week:	10 hours
	Weeks per year:	36 weeks
	Completions:	100%
	Placement:	46% on cooperative phase 100% on completion of program
	Earnings:	$12,327.76
VII.	Cost per student:	$1000 per student for instruction 35 per student for materials and supplies $1035 total per student for program

SPECIAL DISADVANTAGED PROGRAM FOR AGES 14 & 15 (Work Instruction Program)

Mr. E. J. Richardson
Galax Public Schools

Galax High School developed this program to help those students that were unable to succeed in the regular vocational programs and who were potential drop-outs.

The program is designed to meet the needs of the individual student.

An advising committee for this program consists of representatives from psychological services, coordinators of cooperative programs, vocational guidance counselor, Virginia Employment Commission school administrative staff, school nurse, social welfare department, local parole officer and other court officials, and regular academic departments in the high school.

Classroom instruction is under the director of the Vocational teacher-coordinator who instructs the students in the work-related instruction program as well as counseling and supervising them in their work experiences placement. Instruction is offered in job adjustment and job performance information as well as remedial instruction in academic subjects such as math, reading and communication skills.

The work instruction teacher-coordinator identifies the work stations, coordinators and gives general supervision to the student who works under the direct supervision of the work sponsor. He helps students develop good work habits and work performance and evaluates students' progress.

The guidance department identified potential students for this program, the progress of these students was evaluated by the entire school faculty and selections made for the program. The program serves youths 14-15 years of age who are potential drop-outs, and who cannot progress in the available, regular vocational program or may drop out before they enroll in a regular vocational program.

The students are scheduled in the regular academic and vocational classes as they reach a level at which they can succeed in these programs.

The teachers of regular programs within the school are aware of these students and their progress, thereby making it possible for them to better serve these students as they enter the regular programs.

It is essential that the entire school participate and cooperate in this program for it to be a success.

IMPLICATIONS OF THE CLUSTERS APPROACH TO CAREER ORIENTATION FOR THE DISADVANTAGED

Dr. William Dugger
Dr. Ralph Ressler
Ms. Shirley Gerken
Mr. Frank Owens
Virginia Tech

The General Assembly of the State of Virginia enacted its "Standards of Quality" for education in 1972. It said in part that

> "Each school division shall provide, either within the division or on a regional basis, training for employment by students planning to enter the world of work, or it shall develop a plan acceptable to the Board of Education by June thirty, nineteen hundred seventy-three to provide such training."

A year later, this standard had been further defined, stating as a continuing objective for the Division of Vocational Education, enabling

> ". . . persons to become aware of employment opportunities and job requirements for use in making career choices and in determining their educational programs."

Translated into time this meant that by June 30, 1975 "an across-the-board" vocational orientation program would be developed and that by August of 1977, such a program would be field tested and evaluated and that curriculum guides would be available.

The responsibility for the curriculum design effort was given to VPI & SU specifically to

1) design a curriculum to assist students in selecting appropriate career-related educational experiences

2) field test all associated instructional materials including a teachers' guide and student workbook

3) implement the total curriculum throughout the State of Virginia (requiring in-service work and evaluation)

To accomplish this a staff of ten was assembled; three advisory committees established and ten field test sites identified. The staff is balanced in its background representing guidance and several vocational areas. The advisory committees include one formal advisory committee, made up of a diverse group from the State Department of Education representing areas such as special education, career education, and the vocational service areas. At the university level, there is representation from the College of Education and from the Vocational Division itself.

The ten field test sites are scattered around Virginia from the extreme southwestern corner to the eastern shore and from the North Carolina Border to the Washington, D.C. area. They represent urban schools, rural, large, small, and are of different ethnic character.

Based upon these and other assumptions, the curriculum will take youth through four emphases within the curriculum. The first is to help the student focus upon himself, the "WHO" phase; that is, to look at his personality characteristics, as they relate to work. Some such characteristics, identified in the work of Meyers-Briggs, are introvertism, extrovertism, feeling and thinking types, intuition, perception and others.

The second emphasis, "WHAT" is to help youth grasp the relationship between personality "types" and those "work environments" which seem appropriate to them. In this manner, the relationship between personality characteristics which are feeling, compassionate, sensitive, etc. can be related to the "social" work environment; realistic or concrete-oriented personality characteristics to the "mechanical" work environment, etc.

The concept of appropriate careers versus unappropriate careers will thus be presented. Case studies can readily be used to illustrate the idea.

During the third phase of the curriculum the emphasis will be on "WHERE." Through simulation activities, where such work environments can be found throughout the 15 U.S. Office of Education Clusters will be pointed out to youth. (Although at this juncture, the 15 clusters become unimportant in that 10 or 12 or 20 could just as easily be used.)

Finally, a fourth emphasis within the curriculum pertains to "HOW;" that is, helping youth identify the various *career-paths to get to where he/she may wish to go.* In this same vein, limitations to career selection and life styles which become a result, will be examined.

Thus the youth passes through a "WHO, WHAT, WHERE and HOW" emphasis in his experience.

The course has been titled "A World of Choice - Careers and You." The individual learning experiences within the course are being organized about themes of interest to youth as well as teachers - since we are not developing subject matter in the ordinary sense, a great deal of freedom exists in the selection of themes as well as individual learning activities.

This sequence will occur twice during the year; that is, the content will be cyclical. The two cycles will be similar, but during the second many more opportunities will be given students to participate and observe working men and women out-of-class, indeed, out-of-school, to interview these persons; to participate in limited career-related experiences and to research a cluster/clusters of interest.

As of this date, a "Rationale and Structure" for the course has been written. The Body of Knowledge, although more affective than cognitive, has been delineated and some of the software has been field tested by the teachers in the field. In-service work with the field test teachers has continued since January and each should be prepared to teach the course in the fall.

In the 1975-76 school year, it is expected that field testing will occur, that revision will be made as an on-going process and that evaluation will be carried on in a planned fashion. Although this implementation phase is some time off, it is anticipated that additional sites will be added, that the effect of the course on youth will be evaluated and that staff development for teacher training institutions across the state will occur. State and local school administration will also receive in-service type experiences to better prepare them to assimilate the curriculum. The curriculum itself has been designed and is based upon several assumptions. Those which are of particular interest are, that:

1) the young person has reached early secondary school with a partially complete, though not necessarily accurate, self-concept.

2) this age youth is at the "tentative selection" stage of his or her career development.

3) try out experiences are one of the few variables in career selection which educators can affect.

The flexibility provided by the two-loop system will permit local school administrators to use the course as a one semester experience allowing students to enter and exit mid-year. Both career and educational planning done during that period would be short-term if a year's course; long-term if not.

The spin-off which has occurred in the short period of time since this project has been underway can be seen in the dozen or so research proposals it has generated as well as the several dissertation topics which are being considered by graduate students associated with the project at this time.

We think the implications of the project are many and go beyond the boundaries of Virginia. Certainly it fills a need in easing the transition from the elementary years to the exploratory opportunities youth have in the early secondary grades. Youth should be much more able to relate such experiences to their personal needs as well as to career selection.

Implications for the Disadvantaged

Since the proposed curriculum is not subject-matter oriented, but rather humanistic in nature, the disadvantaged will benefit even more than the average student. Using the work environments enables the disadvantaged in particular to raise their career horizons, since they can identify the presence of work modes in a wide variety of occupations rather than in only those which might be semi-skilled or in the trades.

In addition, the lack of intellectually - or cognatively - oriented learning activities should prove beneficial to this group, since many tend to be scholastically poor students. Activities can readily be altered to ability levels without destroying their purpose.

The end result of the career orientation course will be a student who, regardless of being considered "disadvantaged" or not perceives the relationship between career selection and his/her personality characteristics and can act upon this perception in choosing career-related learning experiences especially.

ALTERNATIVE ROUTE TO SCHOOL PROJECT (A.R.T.S.)

Dr. Ferguson Meadows
Montgomery County Schools

I would like to take this opportunity to share with you some of my experiences in an innovative educational program designed to prevent and reduce the incidence of juvenile delinquency. Project A.R.T.S. is funded by the Division of Justice and Crime Prevention and provides an educational experience for students who have encountered difficulty in the regular school program. The primary objective of the A.R.T.S. program is to reduce the incidence of juvenile delinquency in Montgomery County; however the heart of the instructional program involves assisting the student in obtaining vocational self-identities through career exploration activities using the Comprehensive Career Education Matrix as a model.

Facilities and Staff

The A.R.T.S. program is housed in a former elementary school. The school is located adjacent to the Christiansburg High School and Vocational Center which is a definite asset to the A.R.T.S. project in that students of the A.R.T.S. project can take advantage of the vocational programs at the vocational center on a space available basis. Additionally the A.R.T.S. project has the equipment necessary to offer exploratory experiences in carpentry, small engine repair, basic woodworking, hand tools, brick masonry, rotary engines, basic electricity and electronics, home economics and home economics related areas.

The staff of the A.R.T.S. project consists of one head counselor and two teachers. The head counselor is responsible for the general direction of the program, is responsible for any required testing, assists in career exploration activities and conducts individual and group counseling sessions. Additionally the head counselor acts as a liaison person with the various community agencies.

The teachers are primarily responsible for the development of individual instruction packages and the vocational instruction. The teachers also assist the head counselor in career exploration activities and in planning field trips and career visits.

Selection of Students

Students are admitted to the project after approval by a placement committee. Referrals can come from a number of sources including schools, probation department, or other community agencies. However, in all cases referrals are approved by the placement committee and the referral form must be signed by a member of the probation department. The placement committee consists of the visiting teacher, a school psychologist, a member of the probation department, a member of the school board and the project head counselor.

The basic criteria for admission to the program include court contact or the possibility of court contact if someone or some agency doesn't intervene, unsuccessful experience in the regular school system, recommendation by member of probation department, approval of placement committee, and available space.

The Program

The formal instruction is a blending of the academic as it relates to vocational instruction. For example, math comes into play when a student has to determine the number of board feet necessary to complete a woodwork project or the number of yards required to make a dress. In addition to this blending a more formal remedial program is provided to bring the students up to their appropriate grade level. Because of their unsuccessful experience in the formal school experience, many of the project students are several grade levels behind. Thus in addition to basic remediation, G.E.D. preparatory classes are being taught with the hope that some of our students might receive the high school equivalency in this manner.

The vocational phase of the program provides the students with the opportunity to explore or concentrate in depth a course in one of the following areas:

1. small engine repair
2. woodworking
3. carpentry
4. machine shop
5. brick masonry
6. consumer education
7. sewing
8. nursing
9. basic electricity
10. cosmetology
11. rotary engine repair

Many of the forementioned courses can be taught at the project facility; however, the more sophisticated courses are taught at the Vocational Center.

The majority of the students served come from low income families. This is evidenced by the fact that all but three project students qualify for the free lunch program. In addition the majority of the students only have one parent at home and in most cases, the mother is the bread winner. All of the students have had unsuccessful school experiences; for example failing or presenting behavior problems. It should be added that the majority of the students have experienced a multiplicity of problems and therefore there is no easy textbook answer as to the best way to assist such students.

Since the program emphasizes career exploration, counseling plays a major role in the program. To this end, the head counselor conducts individual and group counseling sessions on a weekly basis. The thrust of the group counseling sessions is on career exploration and since self-awareness and self-identities are important facets of career exploration, a great deal of time is devoted to personal concerns and assisting the student in knowing himself.

Perhaps the highlight of each day at Project A.R.T.S. is the breakfast program. A free breakfast is provided for the students each morning and has fast turned into a family-like atmosphere. Initially the students were hesitant about eating in front of each other, but by the end of the second week students were anxiously awaiting the start of breakfast. Students assist in the planning, preparation and clean-up.

In addition to the academic/vocational courses, the project also provides a physical activity period. The Christiansburg Parks and Recreation Commission has made available the local armory and recreation center for use by the project.

Other important aspects of the program are the field trips and career visits which the students take. For example, trips have been taken to local bakeries, florist shops and the area Job Corps Centers as career exploration activities. In addition the students have visited area merchants as part of a class in consumer education and have become aware of the steps involved in securing employment.

In addition to their teaching and counseling duties the project staff also makes home visits. The purpose of the home visit is to apprize the parents of the progress their children are making, to give the project staff the opportunity to gain further information relative to the students' home environment, and to afford the students and staff the opportunity to visit with each other in a less formal setting.

Community Resources

The project staff has received a great deal of assistance from a number of community agencies. The local community mental health clinic has assisted the project by performing psychological evaluation for some of the project students. Personnel from the Virginia Employment Commission have given assistance in referring some of the project students to the Job Corps. Various other social service agencies have assisted the project staff by making referrals and lending assistance to the families of project students. Additionally, the local colleges have permitted members of their staff to act as consultants to the staff to assist in program planning, the development of individual learning packages and the evaluation of the project.

In addition to the above mentioned agencies, a number of individuals have volunteered to assist the project staff in such areas as emergency medical care, group counseling, health education and drug abuse education.

Though it is possible for students in the A.R.T.S. program to earn credits toward graduation or to pass the G.E.D. test as a means of obtaining the high school equivalency, it is also possible for A.R.T.S. students to return to the regular school program. This is done after thorough consultation between the student, project staff, visiting teacher, parents, and parent school administrators. To date two students have successfully returned to the regular school program.

Evaluation

An evaluation is made by the project staff and an outside agency under the guidance of the Division of Justice and Crime Prevention. The "in-house" evaluation is centered around the primary objectives of the program which are to reduce the incidence of court contact by students participating in the project and to assist the students in the development of their vocational identities. In addition to the primary objectives there are other kinds of records such as attendance, anecdotal records, subject evaluation by project staff, parent opinions, student comments, and the reaction of principals, and teachers.

In summary to date Project A.R.T.S. has been an exciting experience for me. I have had the opportunity to watch a number of students grow both socially and in the classroom. I have seen several students grow from complete disinterest to making a decision concerning an occupation. I have experienced students in a group situation who initially chose not to interact become the most verbal person in the group. I have witnessed students who were formerly truants attend school on a regular basis. This is evidenced by a 75% rate of attendance of the group as a whole. When compared to their former attendance record, this is outstanding. Perhaps the most satisfying change I have seen is seeing students who were labeled behavior problems become stable students in the A.R.T.S. program and cease to be behavior problems.

APPENDIX A

THE COLLEGE OF EDUCATION
OF
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
IN COOPERATION WITH
THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION

PRESENTS

NEW DIMENSIONS IN CAREER DEVELOPMENT FOR THE DISADVANTAGED

A CONFERENCE FOR
COUNSELORS, TEACHERS & ADMINISTRATORS
PUBLIC SCHOOLS & COMMUNITY COLLEGES

February 28 & March 1, 1975

DONALDSON BROWN CENTER FOR CONTINUING EDUCATION
BLACKSBURG, VIRGINIA

CONFERENCE CO-DIRECTORS:
Drs. Tom Hohenshil & Alan Sheppard

February 28, 1975

9:00 - 10:00	Registration
10:00 - 10:15	Welcome Dr. Margaret Driscoll, Assistant Dean College of Education Conference Overview Dr. Dewey Adams, Director Division of Vocational and Technical Education
10:15 - 11:15	Career Development Strategies for Disadvantaged Rural Youth: Model Approaches and Roles for Educational Institutions Dr. Grady W. Taylor, Chairman Division of Vocational, Technical, and Adult Education Tuskegee Institute
11:15 - 11:45	Audience Participation
11:45 - 1:30	Lunch
1:30 - 2:30	Career Development for Youth in Depressed Urban Areas: Problems, Approaches, and Trends Ms. Katherine Cole Director of Career Planning and Placement Services Washington, D.C. Public Schools
2:30 - 3:00	Audience Participation
3:00 - 3:30	Coffee Break
3:30 - 4:15	Special Interest Groups (Concurrent) Strategies to Involve Parents of the Disadvantaged Mr. Rodney Wilkins Valley Vocational-Technical Center Evaluation of Programs for the Disadvantaged Ms. Phyllis Butts Roanoke County Schools

Strategies for Counseling the Disadvantaged
Dr. Johnnie Miles
Dr. Sally Tschumi
Virginia Tech

Standardized Testing and the Disadvantaged
Dr. Ben Silliman
Virginia Tech
Dr. Ferguson Meadows
Montgomery County Schools (Virginia)

Strategies for Curriculum Development and Teaching the Disadvantaged
Dr. John Crunkilton
Dr. Larry Miller
Virginia Tech

Programs for the Disadvantaged Resulting from the Virginia Quality of Standards
Ms. Maude Goldston
Virginia State Department of Education
Division of Vocational Education

Job Placement Services for the Disadvantaged
Professor Lucy Crawford
Dr. Carl McDaniels
Virginia Tech

4:30 - 5:15 Repeat of Concurrent Special Interest Groups

7:00 - 9:00 Banquet

Toastmaster
Dr. Alfred Krebs, Acting Vice President,
Academic Affairs, Virginia Tech

Impact of Federal Legislation on Career Counseling and Vocational Education for the Disadvantaged
Dr. Calvin Dellefield, Executive Director
National Advisory Council on Vocational Education

March 1, 1975

9:00 - 10:00 Providing Realistic Alternatives in Career Planning for the Disadvantaged: Implications for Career Education
Dr. Kenneth Hoyt, Director
Office of Career Education
U. S. Office of Education

10:00 - 10:30 Audience Participation

10:40 - 11:25 Career Counseling and Vocational Education Programs for the Disadvantaged in Virginia (Concurrent)

Career Development for the Disadvantaged in the Community College
  Mr. Eric Hummel
  Southside Community College

Manpower Counseling Programs for the Disadvantaged
  Mr. Lee Garrett
  Virginia State Department of Education
  Mr. Sam Rhymer
  Washington County Manpower Center

Special Programs for the Disadvantaged
  Ms. Helen Cleere
  Hopewell, Virginia

Prevocational School for the Disadvantaged
  Mr. James Lovell
  Roanoke County Schools

Office Services for the Disadvantaged
  Ms. Mary Barber
  Virginia Beach Public Schools

Special Disadvantaged Program for Ages 14 & 15 (Work Instruction Program)
  Mr. E. J. Richardson
  Galax Public Schools

Implications of the Clusters Approach to Career Orientation for the Disadvantaged
  Dr. William Dugger
  Dr. Ralph Ressler
  Ms. Shirley Gerken
  Mr. Frank Owens
  Virginia Tech

Alternative Route to School Project
  Dr. Ferguson Meadows
  Montgomery County Schools (Virginia

11:35 - 12:15 Repeat of Eight Concurrent Local Program Presentations

12:15 Adjourn

Conference Advisory Committee

Dr. Tom Hohenshil, Co-Chairman
Dr. Alan Sheppard, Co-Chairman
Dr. Dewey Adams
Dr. Rufus Beamer
Dr. Ruth Harris
Dr. Dean Hummel
Dr. David Hutchins
Dr. Carl McDaniels
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APPENDIX B

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3585 Forrester Road, S.W.
Roanoke, Va. 24015
Roanoke City Public Schools

Harold T. Golding
Woodlawn, Va. 24381
Woodlawn Int. School
Carroll County Schools

Ms. Maude Goldston
State Supervisor
Vocational Education

Dorothy Goodson
Hampton, Va.
Lindsay Junior High School

Sue Carol Grabski
204 Canterbury Road
Chesapeake, Va. 23320
Chesapeake Public Schools

Jeanette S. Graves
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Knoxville, Tenn. 37919
University of Tennessee

Janet T. Green
Commonwealth Boulevard
Martinsville, Va. 24112
Martinsville High School

Guy W. Griffin
Box 258
Crewe, Va. 23930
Southside Skill Center

Pamela K. Grubb
Box 42
Lebanon, Va. 24266
Russell County Schools

William R. Hackley
Roanoke, Va. 24011
James Madison Junior High School

Idana B. Hamilton
Richlands, Va. 24641
S.W. Va. Community College

Rebecca Hamilton
501 Ascot Lane
Blacksburg, Va. 24060

Arolien T. Harding
Palmyra, Va. 22963
Fluvanna Junior High School

Jerry D. Hardy
526 College Avenue
Salem, Va. 24153
Roanoke County Schools

Bobbie R. Hargrove
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Bedford, Va. 24523
Bedford County School Board

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Bridgewater, Va. 22812
Madison College

Dr. Ruth Harris
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Route 3, Box 15-E
Lebanon, Va. 24266
Russell County Schools

Nena H. Hash
Clark Avenue
Galax, Va. 24333
Galax High School

Pauline Hatfield
Hurley, Va. 24620
Hurley High School
Buchanan County Schools

Elaine Hauck
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Richmond, Va. 23229
Richmond Public Schools

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Richmond, Va. 23216
State Department of Education

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Esther Huff
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Eric Hummel
Southwide Community College
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Timothy Janka
Courtland, Va. 23837
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William Lee Jennings
185 Meadowlark Drive
Wytheville, Va. 24382
Wytheville Community College

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Roanoke, Va. 24015
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Scott County Vocational Center

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86 Summercrest #86
Waynesboro, Va. 22980
Woodrow Wilson Rehabilitation Center

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Luella Jones
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Virginia Beach, Va. 23462

Ella Sue Joyce
Box 429
Stuart, Va. 24171
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Whites Mill Road
Abingdon, Va. 24210
Manpower Training

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Swift Williams
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Glen Allen, Va. 23060
Henrico Trade Training
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Ashland, Va. 23005
Patrick Henry High School

Howard W. Woodford
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